Salisbury UNIVERSITY

A Maryland University of National Distinction

Undergraduate & Graduate Catalog 2012-2014

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2012-2014

Undergraduate and Graduate Catalog

Salisbury, Maryland

www.salisbury.edu

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Cover Photo by Kathy D. Pusey '86

General Information

www.salisbury.edu/about

Mailing Address

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Salisbury, Maryland 21801-6860

Specific correspondence should be addressed as follows:

Admission ..... Assistant Vice President for Enrollment Management
Transcript of Record ..... Registrar
Business Matters ..... Vice President of Administration and Finance
General Matters ..... Director of Media Relations
Graduate Admission ..... Assistant Vice President for Enrollment Management
Summer Sessions/Winter Term ..... Registrar

Information about Salisbury University, including a colorful photo tour, is available on the University's home page at the following Web site: www.salisbury.edu.

Telephone Number

410-543-6000
FAX 410-677-5025
TTY 410-543-6083
1-888-543-0148

University Calendar

For the latest, visit www.salisbury.edu/calendar.

Catalog Notice

The purpose of this publication is to provide information about Salisbury University to persons who work and study at the University, to persons who may be interested in applying for admission, and to parents, teachers, counselors and the general public. THIS PUBLICATION IS NEITHER A CONTRACT NOR AN OFFER TO MAKE A CONTRACT. While every effort has been made to ensure the accuracy of the information in this publication, the University reserves the right to make changes at any time with respect to course offerings, degree requirements, services provided or any other subject addressed in this publication. The information in this publication is provided solely for the convenience of the reader.

All changes are implemented so that new curricular requirements will not work hardships on students who have entered under an earlier set of requirements. The *Schedule of Semester Course Offerings*, available online at www.salisbury.edu/registrar/course schedules.html, provides the official list of University course offerings.

Family Educational Rights And Privacy Act

Under the provisions of the Family Educational Rights and Privacy Act, Salisbury University publishes student directory information without prior consent of students. Directory information includes a student's name, local address (if listed), date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height (of an athletic team member), dates of attendance, degrees and awards received, and most recent previous educational agency or institution attended, as well as a listing of officers of student organizations (including names and addresses).

Salisbury University does not sell or otherwise provide mailing lists of student information to anyone outside of the University. The Registrar's Office is responsible for compiling and disseminating directory information.

Students who want more or less than the directory information listed above to be released without prior notification or consent should contact the Registrar's Office, Holloway Hall.

Equal Opportunity Policy

Salisbury University has a strong institutional commitment to diversity and is an Equal Opportunity/Affirmative Action employer, providing equal employment and educational opportunities to all those qualified, without regard to race, color, religion, national origin, sex, age, marital status, disability or sexual orientation. The University adheres to the EEO/AA policies set forth by federal and state governments. Although the EEO/AA has specific responsibilities to affirmative action and equal opportunity, each office, student and employee is an essential component in fostering diversity and respect for differences.

Salisbury University values diversity among its students, faculty and staff and believes that interactions with those holding varying perspectives, backgrounds and beliefs contribute to a well-rounded educational experience and promotes personal and professional development. Understanding and acceptance of others is of ever-increasing importance in today's world.

The Human Resources (HR) Office oversees the hiring processes of new employees and ensures that they are handled in an equal and fair manner. HR and the Fair Practices Officer address complaints of discrimination and work to resolve these issues.

Accreditations/Societies

Salisbury University has the following accreditations:

The University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA, 19104, 267-284-5000. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

Two programs in the Department of Chemistry are approved by the American Chemical Society Committee on Professional Training, a specialized scientific society founded in 1876 and recognized though an Act of the U.S. Congress in 1937. The society is located at 1155 16th Street, N.W., Washington, DC 20036, 202-872-4589.

The programs in exercise science is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), a specialized accrediting agency recognized by the Council for Higher Education Accreditation. The Committee on Accreditation for the Exercise Sciences (CoAES) serve as an arm of the CAAHEP and reviews all programs seeking specialized accreditation status in exercise science. The CAAHEP is located at 1361 Park Street, Clearwater, FL 33756, 727-210-2350.

The program in respiratory therapy is accredited by the Commission on Accreditation for Respiratory Care (CoARC). CoARC, formerly a specialized arm of the Commission on Accreditation of Allied Health Education Programs (CAAHEP), became a freestanding accreditor of respiratory care programs as of November 12, 2009. The CoARC is a member of the Accreditation for Specialized and Professional Accreditors (ASPA) and is seeking recognition from the Council for Higher Education (CHEA), the same organizations that recognize CAAHEP. CoARC is located at 1248 Harwood Road, Bedford, TX 76021-4244, 817-283-2835.

The program in athletic training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The CAATE is located at 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664, 512-733-9700.

The social work programs are accredited by the Council on Social Work Education, a specialized accrediting agency recognized by the Council for Higher Education Accreditation. The CSWE is located at 1725 Duke St., Suite 500, Alexandria, VA 22314, 703-683-8080.

The degree programs in business are accredited by the Association to Advance Collegiate Schools of Business, a specialized accrediting agency recognized by the Council for Higher Education Accreditation. The AACSB-International is located at 777 South Harbour Island Boulevard, Suite 750, Tampa, FL, 33602-5730, 813-769-6500.

The program in medical laboratory science is accredited by the National Accrediting Agency for Clinical Laboratory Sciences, 5600 N. River Road, Suite 720, Rosemont, IL 60018, 773-714-8880. The NAACLS is a specialized accrediting agency recognized by the Council for Higher Education Accreditation.

The program in environmental health sciences is accredited by the National Environmental Health Science and Protection Accreditation Council, a specialized accrediting agency. The agency is located at 8620 Roosevelt Way, NE, Suite A, Seattle, WA 98115, 206-522-5272.

The programs in music are accredited by the National Association of Schools of Music (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190, 703-437-0700. NASM is a specialized accrediting agency recognized by the Council for Higher Education Accreditation and the U.S. Secretary of Education.

The programs in nursing are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C. 20036, 202-887-6791, and the Maryland Board of Nursing. The CCNE is a specialized accrediting agency recognized by the Council for Higher Education Accreditation and the U.S. Secretary of Education.

The programs in teacher education are accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, D.C. 20036, 202-466-7496, and the Maryland State Department of Education. The NCATE is a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Designations

Salisbury University has the following designations:

Maryland State Publications Depository
Serviceman's Opportunity College
U.S. Government Selective Document Depository
American Association of Botanical Gardens and Arboreta

Memberships

Salisbury University is a member of the following organizations:

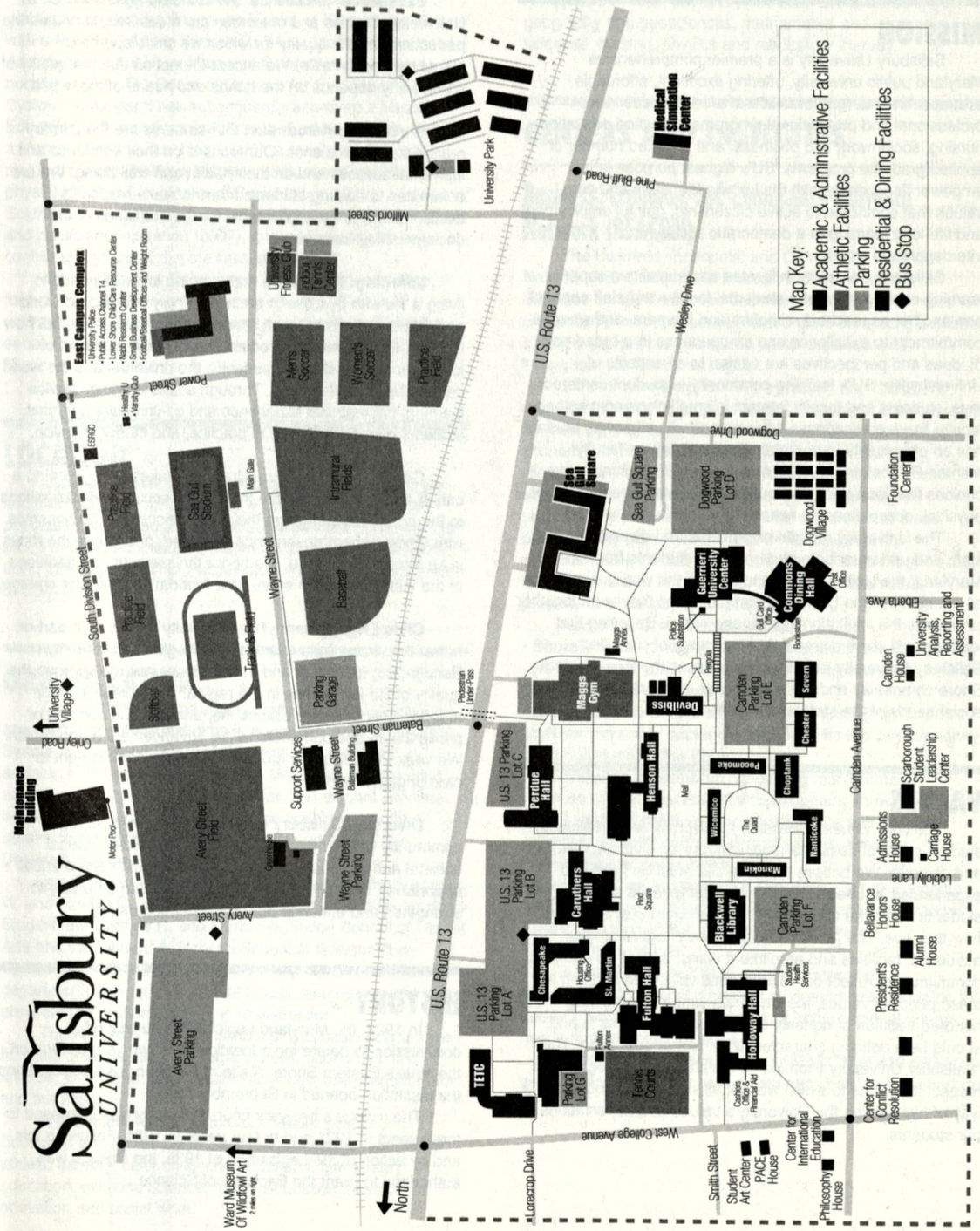
American Association for Higher Education
American Association of Colleges of Nursing
American Association of Colleges for Teacher Education
American Association of State Colleges & Universities
American Council on Education
American Educational Research Association
Association for the Advancement of Sustainability in Higher Education
Association of American Colleges & Universities
Association to Advance Collegiate Schools of Business
College Board
Council for Advancement and Support of Education
Council for Opportunity in Education
Council on Social Work Education
EDUCAUSE
International Association of Counseling Services
National Association of Schools of Music
National Collegiate Athletics Association
National Strength and Conditioning Association
U.S. Green Building Council
Voluntary System of Accountability (VSA) College Portrait

University System of Maryland

Salisbury University is a member of the University System of Maryland, which is comprised of 11 campuses and two research centers.

Campus Map

www.salisbury.edu/campusmap
(PDF version also available online)



The University

www.salisbury.edu/about

Dr. Janet Dudley-Eshbach, President

MISSION

Salisbury University is a premier comprehensive Maryland public university, offering excellent, affordable education in undergraduate liberal arts, sciences, pre-professional and professional programs, including education, nursing, social work and business, and a limited number of applied graduate programs. SU's highest purpose is to empower its students with the knowledge, skills and core values that contribute to active citizenship, gainful employment and life-long learning in a democratic society and interdependent world.

Salisbury University cultivates and sustains a superior learning community where students, faculty and staff engage one another as teachers, scholars and learners, and where a commitment to excellence and an openness to a broad array of ideas and perspectives are central to all aspects of University life. SU's learning community is student-centered; thus, students and faculty interact in small classroom settings, faculty serve as academic advisors and virtually every student has an opportunity to undertake research with a faculty mentor. SU fosters an environment where individuals make choices that lead to a more successful development of social, physical, occupational, emotional and intellectual well being.

The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland, the United States and around the world, supporting all members of the University community as they work together to achieve the institution's goals and vision. Believing that learning and service are vital components of civic life, Salisbury University actively contributes to the local Eastern Shore community and the educational, economic, cultural and social needs of the state and nation.

VALUES

The core values of Salisbury University are excellence, student-centeredness, learning, community, civic engagement and diversity. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. The goals and objectives of our strategic, academic, facilities and enrollment plans, as well as our fiscal commitments, reflect our fundamental values. In addition to these principal values, the University embraces the long-honored tradition of honesty and mutual regard that is and should be a defining characteristic of higher education. The "Salisbury University Promise" is a statement of integrity and respect for others to which we ask all students to commit as a way of highlighting the University's values and expectations for our students.

Excellence: Excellence, the standard against which all University activities and outcomes are measured, connotes the perfection and the quality for which we strive and hold ourselves accountable. We accept the notion that the quality of a university depends on the heads and hearts of those in it.

Student-Centeredness: Our students are the primary reason for our existence. Our focus is on their academic and individual success and on their health and well-being. We are committed to helping students learn to make reasoned decisions and to be accountable for the outcomes of the decisions they have made.

Learning: We believe that learning is fundamental to living a life with purpose in an increasingly interrelated world and that our role is to teach students not what to think, but how to think. The University introduces students to a system of ideas about the nature of humanity, the universe, and the world created by art and thought. Through active learning, service learning, international experience and co-curricular activities, students connect research to practice, and theory to action.

Community: Salisbury University takes pride in being a caring and civil place where individuals accept their obligations to the group, learn through their interactions and relationships with others, where governance is shared, and where the focus is on the common good. We honor the heritage and traditions of the institution which serve as a foundation for future change.

Civic Engagement: The University stands as a part of, rather than apart from, the local and regional community. Recognizing its history and traditions, we seek to improve the quality of life for citizens in the region. We believe it is our responsibility to enrich cultural life, enhance the conduct of public affairs and contribute to the advancement of the region. We seek to instill in our students a lifelong commitment to civic engagement.

Diversity: Salisbury University views itself as a just community where there is respect for the value of global, societal and individual differences and commitment to equal opportunity. Diversity is purposefully cultivated as a way to strengthen and enhance our University community.

HISTORY

In 1922, the Maryland Legislature established a commission to determine a location for a two-year college on the state's Eastern Shore. A site at Salisbury was selected and the institution opened in September 1925.

The college's two-year course of study was increased to three years in 1931 and to four years in 1934. Following this, and by action of the Legislature of 1935, the College was authorized to grant the Bachelor of Science.

The academic program expanded in 1947 and in 1960, offering four-year programs in arts and sciences and providing students with a Bachelor of Arts or Bachelor of Science. The University continues to meet the increasing demands of society for quality education and today offers a variety of undergraduate programs in liberal arts, sciences and in the professional fields of business administration, education, medical technology, nursing, respiratory therapy and social work.

In 1962, the State Board of Trustees approved a graduate program leading to the Master of Education, followed with a Master of Arts in English (1974), a Master of Business Administration (1981), a Master of Science with a major in nursing (1982). The Board of Regents for the University System of Maryland has subsequently approved a Master of Education with a major in public school administration (1994), a Master of Arts in Teaching (1996), a Master of Arts with a major in history (1998), a Master of Science in applied health physiology (2000), a Master of Social Work (2001), a Master of Science with a major in geographic information systems (GIS) and public administration (2007), and a Master of Arts in conflict analysis and dispute resolution (2007).

Today, Salisbury University is a nationally accredited, four-year comprehensive university offering 55 distinct undergraduate and graduate degree programs in a friendly atmosphere that encourages close relationships between faculty and students.

LOCATION

Salisbury University is located on U.S. Route 13 at the southern edge of Salisbury, MD, which has a metropolitan population of over 90,000 and is 30 miles west of Ocean City, MD; 115 miles southeast of Baltimore, MD, and Washington, D.C.; 125 miles south of Philadelphia, PA; and 125 miles north of Norfolk, VA.

ORGANIZATION

Responsibility for the administration of the University is assigned to the president, who is appointed by the University System of Maryland Board of Regents. The president is assisted in the administration of the University by academic, advancement, business administration and student services administrators. Appointments to these positions, to other administrative offices and to the faculty and staff of the University are made by the president.

The Franklin P. Perdue School of Business, the Samuel W. and Marilyn C. Seidel School of Education and Professional Studies, the Charles R. and Martha N. Fulton School of Liberal Arts and the Richard A. Henson School of Science and Technology offer the University's curriculum. School deans, department chairs and individual faculty members report to the provost in all matters pertaining to instruction.

The Franklin P. Perdue School of Business includes the faculties of accounting and legal studies, economics and finance, information and decision sciences, and management and marketing.

The Samuel W. and Marilyn C. Seidel School of Education and Professional Studies includes the faculties of athletic training, early childhood education, elementary education, exercise science, health education, physical education and social work.

The Charles R. and Martha N. Fulton School of Liberal Arts includes the faculties of art, communication arts, conflict analysis and dispute resolution, dance, English, environmental issues, history, interdisciplinary studies, international studies, modern languages (French, German, Spanish), music, philosophy, political science, psychology, sociology, teaching English to speakers of other languages (TESOL) and theatre.

The Richard A. Henson School of Science and Technology includes the faculties of applied health physiology, biological sciences, chemistry, medical laboratory science, geography and geosciences, mathematics and computer sciences, nursing, physics and respiratory therapy.

CENTERS AND INSTITUTES

Business, Economic and Community Outreach Network (BEACON)

The Business, Economic and Community Outreach Network (BEACON) of the Franklin P. Perdue School of Business combines applied business learning experiences for SU students with sponsored research and consulting services to non-profit, private and public-sector organizations throughout the Delmarva region.

Student teams, supervised by faculty and BEACON consultants, work on projects such as market or sales-demand forecasting, marketing audits and plans, feasibility studies, economic impact assessments, international marketing readiness assessment and planning, business or economic scenario analysis modeling, and strategic planning, As students apply what they learn in the classroom to these projects, they gain valuable real-world experiences.

BEACON, as part of its outreach and technology transfer mandates, is also involved with a variety of intellectual property commercialization projects.

Key BEACON initiatives include:

- **ShoreTrends**—tracking demographic, business, economic, workforce and community development trends throughout the Eastern Shore of Maryland.
- **GraySHORE and ShoreWISDOM**—preparing the region's private and public sector organizations for the coming senior boom throughout the Shore.
- **Bienvenidos â Delmarva**—providing management, marketing and organizational development know-how to private- and public-sector organizations that interact frequently with the region's rapidly growing non-native-born population.
- **Executive Career Mentoring Program**—bringing together senior decision-makers from BEACON client organizations and graduating M.B.A. students for one-on-one mentoring sessions.

In addition, BEACON is a proud sponsor of **ShoreENERGY**, which promotes a community-wide dialog to address the multitude of current and future regional energy needs and potential solutions.

For more information, contact BEACON at 410-546-6001, e-mail beacon@salisbury.edu or visit http://beacon.salisbury.edu.

Center for Conflict Resolution

The Center for Conflict Resolution works in cooperation with the Conflict Analysis and Dispute Resolution Department to provide experiential learning opportunities to students in the University's academic major, minor and master's in conflict analysis and dispute resolution. Students take practicum and internships through the center at locations both on and off campus. The center houses the student-run Campus Mediation Center that provides conflict resolution services to the student body. The center also provides support and use of its facilities to the Conflict Resolution Club. In addition, the center has a research and evaluation wing that has received national recognition. The practice wing is composed of nationally recognized experts who work with center staff on large-scale conflict interventions worldwide. The center has a Community Mediation Initiative that provides the Salisbury community with free or low-cost mediation services and trainings in conflict resolution skills. Also housed in the center is the Bosserman Library, a private, non-lending library students and practitioners can examine, containing literature on social justice, peace studies and conflict resolution.

Eastern Shore Regional GIS Cooperative

The Eastern Shore Regional GIS Cooperative (ESRGC) is an organization that seeks to provide access to geographic information system (GIS) technology, data, technical support and training to the local governments of Maryland's Eastern Shore. Housed at Salisbury University, the ESRGC is a joint effort between the Mid-Shore Regional Council, the Tri-County Council of the Lower Eastern Shore of Maryland and SU.

Nabb Research Center for Delmarva History and Culture

The Edward H. Nabb Research Center for Delmarva History and Culture, formed in 1982 and endowed by Cambridge, MD, attorney and philanthropist Edward H. Nabb in 1998, is dedicated to preserving the uniqueness of the history and culture of the Delmarva Peninsula. Each semester professors in the Communication Arts, English, Geography and Geosciences, History, and Teacher Education departments provide courses which train students in the use of primary resources such as wills, inventories, patents and deeds, private papers, letters, diaries, business records, oral histories and folklife studies located at the center. It is a repository for documents and artifacts pertaining to the Delmarva Peninsula and acts as a liaison between the University and the Lower Eastern Shore region. The center serves the Delmarva community at large, as well as family and local history researchers from across the nation, professional business people including lawyers, surveyors and journalists, students and scholars researching material for doctoral dissertations, master's degree theses, school projects and private publications. The Nabb Research Center is located in the East Campus Complex and is open following the school calendar. Visit http://nabbhistory.salisbury.edu for more information about the center.

PACE

For over a decade, the Institute for Public Affairs and Civic Engagement (PACE) has offered opportunities for SU students and faculty to become involved in the political and governmental life of the surrounding region. With major funding gifts from the Grayce B. Kerr Fund, the estate of John R. Hargreaves and the Wilson H. Elkins Professorship, PACE sponsors the Presidential Citizen Scholar Program, internships with local governments and non-profit organizations; projects that involve students in addressing local and regional governmental concerns; numerous lectures with federal, state and local politicians and academic scholars; and public policy forums and lectures.

▸ Presidential Citizen Scholar Program

The Presidential Citizen Scholar Program is a multi-faceted, civic engagement experience that prepares students to become future community leaders. Students spend one year immersed in civic and political engagement activities, including coursework and internships. They also attend numerous campus lectures, forums and community events. The program is by SU presidential invitation only. Students who are invited to apply submit their application to PACE for review.

▸ Internships

Working in conjunction with the Political Science Department, all SU students have the opportunity to intern for academic credit with the Maryland General Assembly, the United States Congress, and other various federal, state and local governmental organizations. Students also have the opportunity to work with non-profits, civic action organizations or law practices.

▸ Events and Activities

PACE actively sponsors and coordinates on-campus events with federal, state and local politicians, as well as authors, journalists and other speakers to educate the campus community on public policy topics. PACE also hosts the annual Constitution Day celebration on campus. PACE is responsible for coordinating and administering a voter registration drive on campus during each major election cycle and is often called upon to assist in moderating candidate debates in local elections. PACE houses the Institute for Service Learning, which conducts civic engagement events and opportunities for the surrounding communities.

Small Business Development Center

The Small Business Development Center (SBDC) is a joint federal (Small Business Administration) and state program and is part of a national network of centers. The SBDC-Eastern Region is an outreach program of the Franklin P. Perdue School of Business, serving as a link between the University and the business community. It provides cost-free expert counseling , technical assistance and low-cost training to existing small businesses and individuals interested in starting a new business. The SBDC-Eastern Region serves all eight counties of Maryland's Eastern Shore and helps hundreds of entrepreneurs annually through its offices in Wye Mills, Cambridge and Salisbury.

ALUMNI ASSOCIATION

The Alumni Association maintains ties with 38,000 alumni in all 50 states and several foreign countries. Many of these alumni are vigorous supporters of the University through the association.

The association's objectives are to develop and foster an abiding loyalty for Salisbury University, to promote a professional and ethical spirit that will characterize SU's alumni members, to encourage participation in all activities that pertain to the betterment and growth of the University, and to unite Salisbury graduates and undergraduates.

The Office of Alumni Relations and Annual Giving serves as a liaison between the association, the University and alumni. For information, call 410-543-6042 (toll free at 888-729-2586) or visit http://alumni.salisbury.edu.

FACILITIES

The **Admissions House**, on the corner of Camden Avenue and Loblolly Lane, contains administrative offices and meeting rooms for the Office of Admissions staff. Admissions Information Sessions are offered at 9:30 a.m. and 1:30 p.m. Monday-Friday preceding a 10 a.m. or 2 p.m. campus tour.

The **Alumni House**, on Camden Avenue opposite the Holloway Hall entrance, serves alumni gatherings and houses the offices of Alumni Relations and Annual Giving.

Outdoor Athletics Facilities include a multi-use stadium; varsity fields for baseball, field hockey, football, lacrosse, soccer and softball; practice fields; an all-weather, 400-meter track; lighted intramural fields; two sand volleyball courts; and 12 tennis courts featuring plexi-pave surfaces with six lighted for night play. The baseball diamond features an Astroturf infield, the only one in the state.

The **Bateman Street Building** (B1) is located on Bateman Street across from the Wayne Street Parking Garage. It houses the Telecommunications Department, Event Services and Sports Information offices.

The **Bellavance Honors Center**, on the corner of Camden Avenue and Loblolly Lane, has offices, classrooms and social gathering areas for students enrolled in the Thomas E. Bellavance Honors Program.

Blackwell Library is at the center of the campus. Its resources include electronic books and journals, more than 100 online databases, unique materials such as film press kits and special collections such as the Les Callette Civil War Collection. The online system provides access to the holdings of, and direct borrowing privileges from, the other libraries of the University System of Maryland. The library lends laptops, provides accessibility equipment, has scores and a keyboard practice space, and has a newly designed student presentation practice space.

Camden House, located at 1212 Camden Avenue, houses three of SU's outreach groups: ShoreCorps/PALS, an AmeriCorps program and the Horticulture Office.

Caruthers Hall, situated near Route 13 to the right of the University's main entrance, houses ROTC and the public radio station WSCL. Approximately 65 percent of this facility has been closed to the public and is inactive.

The **Center for Conflict Resolution**, located on the southwest corner of Camden and College avenues, provides the University and the community with conflict resolution services and training. The center works with individuals and groups in conflict to build creative and self-sustaining solutions.

The center also houses the University's academic major and minor in conflict analysis and dispute resolution and acts as a clinic where students take classes, workshop and training in conflict analysis and dispute resolution. Students take practicum and internships through the center at locations both on- and off-campus. The center houses the student-run Campus Mediation Center that provides conflict resolution service to the student body. The center also provides support and use of its facilities to the Conflict Resolution Club.

In addition, the center has a research and evaluation wing that has received national recognition. The practice wing is composed of nationally recognized experts who work with center staff on large scale conflict interventions worldwide. The center has a private resource collection named the Bosserman Library that contains materials on social justice, peace studies and conflict resolution.

The **Center for Integrated Media** (IMC) is located in the Teacher Education and Technology Center. The IMC is a 30,000 square foot media complex, including a professional level high definition video studio/control room; an instructional standard definition video studio/control room; an audio recording studio; five audio editing suites; and 15 video editing suites. The IMC has facilities for electronic music composition and two multi-media instructional computer labs. The IMC supports both PC and Macintosh platforms.

The **Center for International Education**, located at the corner of College and Camden avenues, houses the Center for International Education, which provides study abroad opportunities for students, the English Language Institute, and the International Student and Scholar Services Office.

The **Center for University Advancement**, on the corner of Camden and Dogwood avenues, is home to the Salisbury University Foundation, Inc. and the Office of University Advancement staff. The home's historical presence dates to the founding of SU. The structure is comprised of a conference room, social room and numerous office and entertaining spaces.

The **Commons** is located on the east side of the campus with a walking link directly connecting it to the Guerrieri University Center. The Commons is home to the main dining hall on campus, featuring the Marketplace food court and the Bistro, serving a buffet-style lunch and dinner. This beautiful building also houses the bookstore, the Gull Card Office, Facilities Reservations, Conference Services and the campus post office.

Computer Labs: the campus operates 16 computer labs for general use, instruction, educational methods and multi-media development. Eight of these labs are located in the Teacher Education and Technology Center, two are located in Fulton Hall and one each can be found in Blackwell Library, Devilbiss Hall, Henson Science Hall, Perdue Hall and the Guerrieri University Center. The University operates 14 PC labs and two Macintosh labs.

Devilbiss Hall is located at the south end of the campus mall. It houses the departments of Nursing and Health Sciences, and it serves as a general purpose classroom and office building. In addition to 44 faculty and staff offices, the building has 17 classrooms and nine laboratories. Special features in this building are a theatre-lecture hall seating 184 and a 2,000 square-foot greenhouse.

The **Division Street Building** (D1) is located at the corner of Power and South Division streets. It houses the Eastern Shore Regional GIS Cooperative (ESRGC).

The **East Campus Complex**, located by the athletics fields on the east campus, houses University Police and the Edward H. Nabb Research Center for Delmarva History and Culture, as well as the Lower Shore Child Care Resource Center, the Small Business Development Center, the Wellness Center, and the offices and training rooms for the SU football and baseball teams.

Fulton Hall, located at the north end of the campus mall, contains a black box theatre; a photography studio and darkrooms; ceramics, drawing, graphic design, painting and sculpture studios; the faculty offices for the Art, Communication Arts, Music, and Theatre and Dance departments; an electronic piano room; practice and listening rooms for music students and orchestra; and choral rehearsal rooms. The departments of Sociology and Political Science, Information Technology Office, the dean's office, general purpose

classrooms, a lecture hall and the University Gallery are also located in Fulton Hall.

The **Galleries** at Salisbury University extend the University's cultural commitment to the community. The University Gallery (Fulton Hall) and Atrium Gallery (Guerrieri University Center) comprise a regional, membership-supported free arts resource.

The **Guerrieri University Center** supports the mission of the University by helping create and sustain an ambience where all members of our community and students in particular, are provided the opportunity, encouragement and support necessary to better realize their personal and scholarly potential. The center provides myriad opportunities for students, as well as others, to realize the many dimensions of the University mission statement's core values of excellence, student-centeredness, learning, community, civic engagement and diversity.

Guerrieri University Center facilities include lounges; meeting rooms; Atrium Gallery; Career Services; Center for Student Achievement; Disability Support Services; Guerrieri University Center Office; Guerrieri University Center Information Desk; Commuter Connections; Off-Campus Housing Services; Multicultural Student Services; Spirituality Center and Meditation Room; Office of New Student Experience; Parent Programs; Office of Student Activities, Organizations and Leadership; Counseling Center; Vice President of Student Affairs Office; student radio station WXSU; student newspaper *The Flyer*; the University Writing Center; Cool Beans Cyber Café, ECZ Subs/Gull's Nest; computer labs; a game room and vending area. An automated teller machine (ATM) and DVD rental kiosk are conveniently located in the hallway near the north entrance.

The **Healthy U Building** is located on Power Street across from the East Campus Complex; it houses Healthy U and the Varsity Club.

The **Richard A. Henson Medical Simulation Center** (Pine Bluff) is continually evolving as a state-of-the-science education center, allowing health professions students to practice clinical decision-making skills using high-fidelity mannequins driven by computerized scenario-based software simulating birth, infants who are healthy and ill, complications of prematurity, and children and adults with various disease states and injuries. Sophisticated computer software manipulates the mannequin in real-time, resulting in a mannequin that responds just as a human would. In encounters with standardized patients (trained actors), students refine their communication skills and ability to effectively manage the care of people with mental health disorders. Video and sound of interactions with medical simulators or standardized patients are digitally captured for later review and critique by students and faculty. Additionally, students work with the latest healthcare equipment and documentation and data retrieval from electronic medical records, all of which prepare them for a smooth transition to live clinical care. The Medical Simulation Center will also support revenue-generating development opportunities for regional health professionals and provide revenue-generating human performance services to local citizens.

Henson Science Hall is located next to Perdue Hall, just north of Maggs Physical Activities Center. It houses the Henson School Dean's Office and the departments of Biological Sciences, Chemistry, Geography and Geosciences, Mathematics and Computer Science, and Physics. In addition to 89 offices for faculty and staff, it contains 13 lecture rooms, 32 teaching laboratories and 20 faculty/student research labs. This entire facility contains state-of-the-art teaching technologies and scientific equipment. Special features in this building include the 48-seat Geographical Information System (GIS) teaching laboratory and the Nuclear Magnetic Resonance (NMR) laboratory.

Holloway Hall, the first structure built on campus and currently the administrative office building of the University, contains mostly administrative and faculty offices, the Copy Center, and Office of Human Resources. Holloway Hall also houses Student Health Services, a modern 776-seat auditorium, five classrooms, the Social Room and the Great Hall.

The **Indoor Tennis Center**, located on Milford Street near the East Campus Complex, includes three tennis courts, lobby area, pro shop, showers and locker rooms. Recreational play, varsity team use, membership times and organized league play are available seven days a week throughout the year.

The **International Faculty House**, at 1106 Camden Avenue across from Holloway Hall, provides a temporary residence for visiting faculty.

Maggs Physical Activities Center includes a large arena, swimming pool, dance studio, fitness room, strength room, classrooms, offices, large multipurpose gymnasium, three racquetball courts, varsity and intramural locker rooms, Athletic Training Clinic, equipment room, and reception area.

The **Maintenance Building** houses the Physical Plant Office, Facilities Planning and Capital Projects Office, and Campus Sustainability and Environmental Safety Office. The facility includes administrative offices; building trades office; housekeeping office; motor pool office; and maintenance shops for grounds mechanics, motor pool mechanics, electricians, plumbers, painters, carpenters and HVAC technicians.

The Edward H. **Nabb Research Center for Delmarva History and Culture**, located in East Campus Complex Room 190, is a repository for documents and artifacts pertaining to the Delmarva Peninsula. The center serves the University, the Delmarva community at large, as well as family and local history researchers, professional business people and scholars from across the nation.

The **PACE House**, across from the campus on College Avenue, houses the Institute for Public Affairs and Civic Engagement (PACE).

Perdue Hall is the home of the Franklin P. Perdue School of Business. The building also houses the Franklin P. Perdue Museum of Business and Entrepreneurship and Mr. Arthur's Cafe. The building has four specialty labs; the Moyle Market Research Lab, the Judkins Family Financial Research Lab, the Advanced Information Systems Lab and the Enterprise Systems Lab. In addition, Perdue Hall has a 209-seat auditorium, three collaborative classrooms and other general-use classrooms. The building also houses 17 team study rooms and an atrium lobby gathering area. Perdue Hall is home to BEACON (Business, Economic and Community Outreach Network) and home to the following programs: Bienvenidos a Delmarva, Shore Transit and Shore Trends.

The **Philosophy House**, adjacent to campus on Camden Avenue, is home to the Philosophy Department, a small philosophy library, and classroom and study areas.

The **Police Substation** is used as a satellite operation to provide University Police with a presence on the Main Campus.

The **President's Residence** is situated on a 4 1/2-acre expanse, linked to the Alumni House and Bellavance Honors Center, opposite the Holloway Hall entrance.

Residence Halls offer students a variety of living environments and lifestyle options. The Quad traditional residence halls feature suite-style living that also includes Living Learning Communities. The High-Rise residence halls feature cluster-style living, including shared bathrooms for up to 10 people. Both Quad and High-Rise residence halls are coed. Upperclassmen living locations include Chesapeake Hall, an apartment-style facility; St. Martin's Hall, a suite-style hall; and Dogwood Village, a modular housing complex, consisting of 14 buildings, each housing 10 students in single rooms. All residence Halls feature study lounges, media spaces, wireless Internet, as well as laundry and vending facilities.

The **Scarborough Student Leadership Center**, located on Camden Avenue south of the Admissions House, dedicated in 2001, is a center for teaching skills in leadership, citizenship and civic engagement among social and honorary Greek organizations. Numerous conference rooms, a ritual room, a leadership library, organizational offices and other offices make up this one-of-a-kind structure. The Scarborough Center is the first freestanding program of its kind in the nation.

Sea Gull Square is a mixed-use facility that houses 600 students and also includes a variety of retail spaces. Approximately 150 four-bedroom apartments provide residents fully furnished units, including all furniture, full kitchens, and washer and dryer units. Public spaces include a gym with both cardiovascular and strength-building equipment, a multipurpose classroom, and quiet study space. Additionally, each floor features a lounge for study space.

The **Support Services Building**, located at 119 Bateman Street, at the intersection of Bateman and Wayne streets, 100 yards east of the SU pedestrian underpass beneath Route 13, houses Central Stores Supplies, University Shipping and Receiving, Courier Services, Physical Inventory Control (PIC) Team, and Surplus Inventory Management Services.

The **Student Art Center**, adjacent to campus on College Avenue, is home to the student art gallery and five art faculty offices. Exhibitions are scheduled throughout fall and spring semesters. Exhibits will feature works done in freshman art classes, B.F.A. student works, guest exhibitions and lectures about their work. The center also hosts community art meetings.

The **Teacher Education and Technology Center** houses the Seidel School of Education and Professional Studies, including Social Work and Communication Arts departments. The facility contains faculty and staff offices, classrooms, class labs, teaching methods labs, a multi-media center, an electronic gallery, computer labs, photography lab, a café, the May Literacy Center, Office of Instructional Design and Delivery which includes the Faculty Development Studio and the Information Technology Help Desk.

The **University Analysis, Reporting and Assessment House**, situated at 1214 Camden Avenue across from Nanticoke Hall, houses the University Analysis, Reporting and Assessment Office.

The **University Fitness Club** is located next to the Tennis Center on Milford Street. The University Fitness Club is home to four racquetball courts, a state-of-the-art group fitness studio, a weight room, two cardiovascular rooms, a cycling studio and a Nautilus training room.

The **Visitor Station** is located at the Holloway Hall entrance from Camden Avenue and is adjacent to the Blackwell Parking Lot. It serves as both an information station and a security check point for visitors.

The **Ward Museum of Wildfowl Art**, located south of the campus at 909 South Schumaker Drive, is home to the world's most comprehensive collection of wildfowl carving. Named for brothers Lem and Steve Ward of Crisfield, MD, whose skill and vision elevated decoy carving to fine art, the museum works to promote, preserve and perpetuate wildfowl art.

The **Wayne Street Garage** is a four level parking garage located on the corner of Wayne and Bateman streets with space available for 821 vehicles.

Undergraduate Admission

www.salisbury.edu/admissions

For information on graduate admission refer to the Graduate Student Information section of this catalog, Page 16.

GENERAL INFORMATION

Salisbury University invites applications from all who are interested in pursuing programs in 42 majors leading to undergraduate degrees. Qualification for admission is determined without regard to race, color, religion, national origin or gender. Students who matriculate following acceptance assume responsibility for upholding the standards and traditions of the University and adhering to its regulations.

Campus Visits

The campus visit is one of the most important parts of the admissions process. Go to www.salisbury.edu/admissions/visit to select from the visit options provided. The Admissions Office provides information sessions/campus tours every Monday through Friday at 9:30 a.m. and 1:30 p.m., except holidays when the University is closed. Most visits originate from the Admissions House, 1200 Camden Avenue, but visit the admissions Web site for program details.

In addition to weekday visits, there are several Saturday open houses and information sessions held each semester. For more information about the open house schedule, access the Web site at www.salisbury.edu/admissions/visit.

Students are encouraged to register online in advance for visit programs.

APPLICATION REQUIREMENTS AND PROCEDURES

Admissions requirements set forth in the following sections are minimum requirements that may be subject to change after the *Undergraduate/Graduate Catalog* has been printed. In such cases, changes in admissions policy will be publicized.

Application Forms

Applications for admission, catalogs and other information regarding the University may be obtained on the University's Web site at www.salisbury.edu/admissions. Applicants should file their forms via the Web site.

Application Fee

A $50 non-refundable application fee is required with each application.

Freshman Admission Options

Salisbury University has three admissions plans under which freshman applicants are considered:

Early Action is for high school seniors and second bachelor's degree nursing students who submit their applications and requirements by December 1. Decisions are made by January 15 and a nonrefundable $200 deposit is required by May 1 for freshmen. Early Action is considered non-binding, with a deposit deadline of May 1.

Regular Admission is available for students who apply for admission by a recommended deadline of January 15 and any second bachelor's degree nursing students who wish to be considered on a space-available basis. Candidates are notified of the admission decision by March 15 and those who are admitted have until May 1 to confirm their space in the class by submitting a nonrefundable $200 deposit. Applications received after the deadline will be considered on a space-available basis.

Early Admission is an admission option for academically talented high school students. Students who have completed the junior year of high school may be considered for acceptance into the regular University program provided they present evidence of outstanding academic achievement, a positive recommendation from the high school and a certification of eligibility for a high school diploma under the early admission program.

For High School Graduates

The admissions review process considers the qualifications of all applicants in a holistic manner. The students' high school curriculum, performance in academic coursework and on standardized tests like the ACT and/or SAT where applicable, essay, recommendations, leadership experience, community service, talents, extracurricular activities and the ability to contribute to the diverse academic community at Salisbury University are many of the qualifications considered for admission.

Admission to Salisbury University is granted on a competitive basis to those applicants whose academic qualifications give promise of success in college. The evaluation of the applicant's chances for academic success is the responsibility of the Admissions Office, which foremost considers the applicant's academic record. Leadership qualities, community service, artistic talent, athletic talent and diversity of background, including cultural, experiential and geographic, are additional factors used in the holistic review of each applicant

For applicants who have earned a weighted cumulative grade point average of 3.50 or higher on a 4.0 scale, submission of standardized test scores is optional. Applicants choosing to exclude standardized test scores should provide evidence of individual achievements and/or experiences which would not be evident from a review of the official high school transcripts. Admission for test-optional applicants is equally competitive. Applying under the test optional program does not guarantee admission.

Applicants who wish to be considered for scholarships are urged to take the ACT or SAT no later than the fall testing date. Details concerning the ACT or SAT may be obtained at www.act.org or www.sat.org. All standardized test results must be officially forwarded to Salisbury University from the respective testing centers or your high school guidance office. The ACT code number is 1716 for Salisbury University and the ETS code is 5403.

Students are encouraged to complete the college preparatory curriculum in high school. Within the college preparatory curriculum, a prospective student should have met

the following minimum requirements for admission: four credits in English; three credits in the social sciences; two credits in laboratory-based sciences; three credits in mathematics, including Algebra I and II and geometry; and two years in the same world language or technology-approved credit.

Application Deadlines

Recommended filing deadlines for fall regular admission are January 15 for freshman applicants and March 1 for transfer students. Apply online at www.salisbury.edu/apply.

Students applying for spring semester should submit applications by October 1, and they will be notified of the decision of the applications on a rolling admissions basis, provided their files are complete. The University reserves the right to close admissions when the projected enrollment is met.

Freshman students seeking on-campus housing for the fall semester must complete the admissions process by May 1 and complete all housing contract requirements as set forth by the Housing Office, including payment of the housing contract deposit. Students paying the acceptance fee past their deadline will be housed on a space-available basis. Students seeking on-campus housing for the spring semester also will be housed on a space-available basis. Applicants must be admitted and must have completed the Free Application for Federal Student Aid (FAFSA) to be considered for financial aid. The forms should be submitted as soon as possible after January 1, even if income information must be estimated for the previous tax year (SU FAFSA code - 002091).

Academic Scholarships

Each fall nearly two million dollars in academic scholarships are awarded through the University. The admissions application automatically qualifies students for consideration for these academic scholarships; however, submission of the Free Application to Federal Student Aid (FAFSA) would allow consideration for any academic scholarships that also require financial need.

Based on the academic qualifications within the applicant group for any given year, the applicants who may qualify for scholarship awards will vary. As a standard the most meritorious students, as defined by a combination of highest grade point average and most competitive standardized test scores, are presented scholarship awards. Therefore, students desiring full consideration for academic scholarships for the fall semester should submit completed applications for admissions, including standardized test scores, by the priority date of December 15.

Some academic scholarships are based on particular majors and other special criteria. See a complete listing of available scholarships and corresponding criteria in the "Scholarships for Entering Freshmen" section of the Financial Aid chapter of this catalog. Typically, scholarship awards are announced mid-March for students who have met all deadlines.

Social Security Number

All students are asked to submit their Social Security number. Social Security numbers generally are assigned to people who are authorized to work in the United States. International students in certain immigration status are eligible to file for a Social Security number, although they are not eligible for Social Security benefits. The Social Security number is used as a resource to identify the student for administrative and financial records.

Students' disclosure of their Social Security number is voluntary. The student Social Security number is only released to agencies or individuals outside the University at the request of the student or in accordance with federal and state requirements in regard to financial aid awards, Internal Revenue Services for student employee salary reporting and state comptroller's debt collection procedures.

For Non-High School Graduates

Applicants who are not high school graduates may qualify for admission by earning competitive grades on the High School Equivalency Examinations administered by the State Department of Education and by receiving the high school equivalency diploma. The applicant should contact the local board of education to make arrangements to take the examinations. SAT or ACT scores are required.

Admission of International Students

International students who demonstrate appropriate academic ability, proficiency in the English language and the ability to finance all costs for their education may be offered admission. Applicants must have the following documentation submitted directly to the SU Office of Admissions by March 1 for fall admission or October 1 for spring admission:

1. an admissions application, which includes financial declaration;
2. professional course-by-course evaluation of all foreign academic transcripts. This professional evaluation determines the student's academic level within the American educational system. Prospective students are required to pay the cost associated with the evaluation (approx. $100-$150). World Education Services, Inc. (www.wes.org) is the preferred credential service; and
3. for applicants whose native language is other than English, the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) must be taken and official results submitted to the Admissions Office. A minimum TOEFL score of 550 on the written exam or 79 on the Internet-based exam is required. TOEFL information may be obtained by contacting: TOEFL, P.O. Box 6151, Princeton, NJ 08541-6151, USA, or on the Web at www.toefl.org. A minimum IELTS score of 6.5 is required. IELTS information may be obtained by contacting: IELTS International, 100 E. Corson St., Suite 200, Pasadena, CA 91101, USA, or on the Web at www.ielts.org. The English language proficiency requirement may be satisfied by alternative evidence. Please contact the Admissions Office for details.

Another option for international students is the English Language Institute (ELI) at Salisbury University, which offers a high-quality, comprehensive, intensive program in the English language for non-native speakers. This program provides English language instruction on all levels, preparation for international students seeking entrance to an American university and academic support for students who wish to fully enroll in degree-seeking programs at SU. It also facilitates participants' successful cultural adjustment to the classroom, as well as to the general environment of an American college. SU has a strong institutional commitment to inclusiveness, excellence and diversity that is manifested in the ELI. For more information, visit www.salisbury.edu/intled/eli.

International students must be admitted before the immigration document (I-20) will be provided. Salisbury University is authorized under federal law to enroll non-immigrant alien students.

For Immigrant Students

Any student applying for admission whose native language is other than English will be required to demonstrate an acceptable level of English proficiency in addition to meeting the basic requirements for admission to the University.

For Veterans

Veterans and dependents of veterans who are eligible for GI benefits and who have a high school diploma or equivalency may be admitted to Salisbury University. Veterans who have attended other colleges since their discharge are not included in this policy and should seek admission through the normal transfer process. Priority for the acceptance of veterans will be given to Maryland residents.

In addition to high school or college transcripts, each veteran must submit a certificate of eligibility to the Registrar's Office. Since it generally takes 60 days or more to clear a Veterans Administration (VA) application, applicants are encouraged to contact their nearest VA office within sufficient time prior to registration at SU. Initial contact for implementation of benefits should be directed to the Salisbury University Registrar's Office of Veterans Affairs.

For Nontraditional Students

Admission to Salisbury University is granted to those applicants whose academic qualifications give promise of success in college. The evaluation of the applicant's chances for academic success is the responsibility of the Admissions Office, which foremost considers the applicant's academic record. SAT or ACT scores are not required for those students who graduated from high school more than three years before their application to the University. Students who are unsure of their readiness for college work are encouraged to begin their studies at a community college.

For Transfer Students

Students with acceptable records may be admitted from other regionally accredited (Middle States Association of Colleges and Schools, Northwest Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Colleges and Schools, Southern Association of Colleges and Schools and Western Association of Schools and Colleges) collegiate institutions with requirements similar to those of Salisbury University. Transfer students are encouraged to submit their application online at www.salisbury.edu/apply.

Minimum requirements for transfer admission include:

1. Have a cumulative GPA of 2.0 or higher on a 4.0 scale; for students who have attended more than one institution, a cumulative average from all previous college work attempted at regionally accredited community colleges and four-year institutions attended will be computed.
2. Have earned a minimum of 24 transferable semester hours of college-level credit from a regionally accredited community college or four-year college or university. Contractual admission is extended to individuals who have completed 12 semester hours of transferable coursework and earned a 2.5 minimum cumulative average.
   - **Fall** applicants receiving a contractual admission must earn 24 transferable credits by the completion of the previous spring term and at least a 2.0 cumulative GPA.
   - **Spring** applicants receiving a contractual admission must earn 24 transferable credits by the completion of the previous fall term and at least a 2.0 cumulative GPA.
3. Have left the last institution of attendance in good academic standing and with a clear disciplinary record.

Admission for transfer students is on a space-available basis. In some semesters, admission may be competitive with preference given to students with more credits or stronger credentials. The University's competitive admission policy for entering freshmen will apply to transfer students who have completed fewer than 24 semester hours of transferable credit and earned a 2.0 GPA at another institution.

Coursework completed at SU as a non-degree student will not contribute to the 2.0 GPA and 24 hour requirement. Students denied admission may not enroll as a non-degree student until admission requirements are satisfied.

Transfer students from accredited colleges enrolled in transfer programs will receive credit for the college-level work they have completed, with few exceptions. College Level Examination Program (CLEP) credit will be evaluated based on individual scores. Evaluations of students' previous coursework will be forwarded to them within several weeks of their admission. After being admitted to the University, students will receive an evaluation of transfer credit.

General Transfer Policies

1. Transfer credits are evaluated by the Admissions Office in accordance with the Maryland Higher Education Commission regulations on General Education and transfer. Such credits may generally be applied to the 120 hours (minimum) of credit required for graduation and, if approved by the appropriate department, may count toward requirements in a major at Salisbury University.
2. A student attending Salisbury University in any regular fall or spring semester has until preregistration at mid-semester to complete all forms and to have official transcripts of all prior work from other institutions sent to the SU Admissions Office. Students whose documentation is not complete will not be allowed to register for classes for the subsequent semester.
3. Grades do not transfer; the grade point average for a transfer student is computed only on the basis of coursework completed at SU. Once a course is taken at Salisbury University, the SU grade point average is not affected by repeating the course at another institution. Grades of transfer courses will be calculated for admission to specific academic programs that require a particular grade point average. However, credit earned while a student is enrolled in recognized cooperative programs with other Maryland state colleges and universities will be accepted as credit earned at Salisbury University. Coursework and grades earned will be applied toward graduation requirements at SU and these grades will be counted in the SU grade point average.
4. Credits earned in or transferred from a community college will be limited to 64 credits, and these hours may only be applied to credit at the 100 or 200 level.
5. To be eligible for the baccalaureate degree from Salisbury University, students must earn at least 30 of the final 37 hours of credit from SU. Students enrolled in officially recognized cooperative institutions may include coursework taken at that institution within their final 30 hours at the University. Students completing their course requirements through an approved study abroad program are exempt from this policy.

6. Questions concerning the evaluation of transfer credit should be directed to the Office of Admissions. Students may appeal evaluations to the Office of the Vice President of Academic Affairs within the academic year in which the evaluations were made. Transfer evaluations more than one year old are not subject to appeal.

Course-by-Course Evaluation of Transfer Credit

Most students will have their transfer credit from each institution attended evaluated separately on a course-by-course basis. Students transferring under specific transfer agreements such as the AAT should refer to their academic department for specific transfer policies.

Detailed information concerning recommended transfer programs may be obtained by accessing SU's Web site regarding transfer students. Courses a transferring student plans to apply toward a degree at Salisbury University are evaluated in one of the following four categories:

1. Approved for General Education credit
2. Approved for lower-level credit
3. Approved for upper-level credit
4. Not approved for transfer credit

All courses approved for transfer credit will be listed as specific courses, as General Education or as elective credit at Salisbury University. In order for any of these courses to qualify for upper-level credit at SU, they must be taught at the upper level both at SU and at the sending institution. All lower-level courses from the sending institution, all courses from community colleges and all courses which are upper level at the sending institution but which are lower level at Salisbury University will be evaluated as lower-level courses. Some transferred courses, either upper level or lower level, may be used to satisfy requirements in particular majors. Each department determines its own policies in this matter and evaluates each student's record on a course-by-course basis.

Any fieldwork experience, internship or practicum from a two-year institution not under the direct supervision of Salisbury University is not considered transferable.

While most courses from other regionally accredited institutions (Middle States Association of Colleges and Schools, Northwest Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Colleges and Schools, Southern Association of Colleges and Schools and Western Association of Schools and Colleges) are applicable to a degree at Salisbury University, courses the University views as not academic in nature and which are not compatible with existing programs may not be transferred to the University and applied toward degrees.

For Former SU Students

Readmission

Matriculated students who do not enroll at the University during a regular fall or spring semester must apply for readmission through the Registrar's Office. Students who have been academically dismissed may only apply for readmission once they have met the minimum criteria as outlined in the dismissal and readmission policies. Students must declare a major at the time of readmission.

Students who have attended other regionally accredited institutions (Middle States Association of Colleges and Schools, Northwest Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Colleges and Schools, Southern Association of Colleges and Schools and Western Association of Schools and Colleges) since leaving Salisbury University must arrange to have official transcripts sent from those institutions directly to the Office of Admissions.

Students who have completed an undergraduate degree at Salisbury University and wish to pursue another undergraduate program should submit an application to the Office of Admissions.

Academic Clemency Policy

To encourage students who have left the University with poor academic records to subsequently return and succeed, the University is prepared to extend academic clemency to students returning to SU after a five-year absence.

Students who have not attended the University for at least five years are eligible to apply for academic clemency one time during their academic careers, and they must apply during their initial semesters, terms, or sessions as returning students.

Students applying for academic clemency must complete an Academic Clemency Form on which they request to have up to 16 credit hours of D and F work removed from their GPAs by changing these grades to XD and XF, respectively. When academic clemency is granted for D grades, the previously earned credits will be lost and may no longer be applied to any graduation requirements. Students who receive academic clemency are not precluded from graduating with honors.

Academic Clemency Forms may be obtained from the Office of Academic Affairs and on the Web at www.salisbury.edu/registrar/forms.

Graduate Student Information

www.salisbury.edu/gsr

Salisbury University is approved for graduate instruction by the Middle States Association of Colleges and Schools and the Maryland Higher Education Commission. The University offers graduate programs leading to the Master of Business Administration, the Master of Education in curriculum and instruction, the Master of Education in educational leadership, the Master of Education in reading, the Master of Arts in Teaching (in cooperation with the University of Maryland Eastern Shore), the Master of Arts in conflict analysis and dispute resolution, the Master of Arts in English, the Master of Arts in history, the Master of Science in nursing, the Master of Science in applied biology, the Master of Science in applied health physiology, the Master of Science in geographic information systems (GIS) and public administration, the Master of Science in mathematics education and the Master of Social Work. Graduate study is also available for advanced certificates in healthcare management, mathematics for middle school teachers, teaching and learning with technology, teaching English to speakers of other languages (TESOL) and for post-baccalaureate students seeking graduate credit in both academic and professional areas.

This program consists mainly of courses meeting once per week throughout the semester in either late afternoon or evening sessions of approximately three hours each. A limited number of courses open to both graduate students and advanced undergraduates are available in the regular daytime program. In addition, graduate study is available during the University's summer sessions and winter term. Residence hall accommodations are available to graduate students only during the summer sessions and winter term.

Requirements for admission to graduate school include a completed Application for Graduate Program Admission, the application fee and official transcripts from all undergraduate and graduate institutions attended unless otherwise noted by the department. Additional requirements vary by specific program.

GRADUATE STUDY MISSION STATEMENT

The faculty and administration of Salisbury University accept the responsibility of enhancing graduate students' ability to obtain, understand and assess accurately information and ideas, to think reasonably and independently, and to speak and write intelligently and effectively.

Graduate education at Salisbury University encourages students to expand knowledge and facility in their respective fields of study, and to embrace an ethos dedicated to the continued acquisition of knowledge and the pursuit of the intellectual ideal.

The graduate faculty of the University demonstrate the competence, experience, professional association, instructional mastery, scholarly productivity and service involvement essential to the development of high quality learning. They further recognize that cooperative research and professional enterprise are paramount to the enhancement of graduate-level erudition.

The faculty believe that the substance and method of instruction and research must foster in students a disposition for responsible conduct characterized by integrity, fairness, respect for others, dedication to the pursuit of truth and a willingness to re-examine one's own convictions. One of the University's primary objectives is to cultivate a desire for excellence, a reverence for high principles and the ability to participate in the public forum as informed, committed citizens.

The University prepares graduate students to work confidently and effectively in their chosen career and provides counsel, guidance and instruction appropriate to the requirements of graduate programs. Coherent thought, sound judgment and effective communication will be demonstrated by students in all areas of study.

Because students at every level of study have interests and needs beyond the scope of academic life, the faculty and administration provide and sponsor those services and extracurricular activities which are consistent with the goals and purposes of the institution in general and the graduate program in particular. Furthermore, the University is committed to the integration of graduate students into the social and cultural fabric of campus and community life.

Objectives

Graduate study at Salisbury University provides baccalaureate degree holders from both the U.S. and abroad with opportunities for professional advancement and personal enrichment. The graduate curriculum is designed to assist such students in attaining greater mastery of their fields of specialization, improving skills in pursuing independent study, and increasing professional knowledge and ability through the study of new findings in areas of special interest.

The University especially recognizes its obligation to baccalaureate degree holders residing on the Delmarva Peninsula and strives to offer constructive coursework at the graduate level designed to meet their specific needs throughout the year.

ADMISSION TO A GRADUATE DEGREE PROGRAM

Applications for admission to graduate degree programs are considered from individuals who have earned baccalaureate degrees (except for RN to master's students) from regionally accredited institutions of higher learning, institutions accredited by the Maryland Higher Education Commission, or commensurate international institutions.

Students seeking admission to graduate programs with the intent of completing a master's degree or certificate program can obtain application materials from the Admissions Office or the SU Web site (www.salisbury.edu/apply). Students not seeking degrees should refer to the "Non-Degree Student Enrollment" information in this section of the catalog. Students seeking information about master's degree programs should contact the appropriate program director or access "Graduate Degree Programs" on the SU Web site (www.salisbury.edu/gsr).

To apply for graduate admission, applicants must:

1. submit a completed Application for Graduate Program Admission, with the application fee, to the Office of Admissions;
2. have official transcripts sent to the Office of Admissions from EVERY college and university attended unless otherwise noted by the department;
3. if seeking in-state tuition, submit a completed Residency/ Domicile Information form to the Office of Admissions; and
4. submit additional departmental documentation as specified by the applicant's degree program.

Once all documents arrive, the program director will complete the application evaluation and notify the applicant of the admission decision. It is the applicant's responsibility to verify that all required forms and documents have arrived at the University.

Students enrolled in the last semester preceding their graduation from undergraduate study will be reviewed for graduate admission provided their most current transcripts are available. Admission to a graduate program may be granted, contingent upon completion of the bachelor's degree prior to entering graduate study at SU. Admission to the University is granted without regard to race, color, religion, national origin, sex, age, marital status, disability or sexual orientation.

NON-DEGREE STUDENT ENROLLMENT

Eligible students who wish to enroll as non-degree graduate students (not formally admitted to a graduate degree program) are not required to complete a formal application for admission and may schedule up to two graduate classes per term. These students must have official transcripts sent to the Admissions Office from the baccalaureate granting institution (specifying their bachelor's degree major) and all institutions attended for graduate study, and register for classes with the Registrar's Office. Once the required official transcripts arrive, non-degree students may continue to enroll in graduate classes by submitting a completed registration form to the Registrar's Office. Certain programs require application for a degree program no later than nine credits into coursework.

Please be aware that certain graduate courses are available only to students formally admitted to a degree program That is, different policies may apply to specific programs regarding whether to allow students in courses prior to formal admission. Refer to the individual course description for more information. Prospective students are strongly encouraged to contact the program for guidance on admission and particular programmatic requirements prior to trying to enroll in any classes.

To facilitate non-degree students' ease in scheduling classes, the arrival of transcripts may be delayed up to the end of the student's first semester at SU. However, students must have their transcripts sent as quickly as possible as they may be necessary for scheduling purposes. If the official transcript(s) does not arrive in the Admissions Office by the end of their first term, students will not be allowed to schedule additional graduate classes or have graduate transcripts sent from SU.

CONTINUOUS ENROLLMENT

Students admitted to graduate degree programs must maintain continuous enrollment by completing at least one graduate course every calendar year. Admitted students who do not complete at least one graduate course each calendar year are automatically withdrawn from their graduate degree program and must apply for readmission.

International students must be enrolled at the University full time, usually defined as nine hours in each of the spring and fall semesters. In exceptional situations and with program director approval, international students may take a minimum of six credits.

READMISSION OF GRADUATE STUDENTS

Previously admitted students who fail to complete at least one SU graduate course in a calendar year and wish to re-enter the graduate program, must request to be reactivated through the Registrar's Office. All students seeking reactivation must:

1. have official transcripts sent to the SU Admissions Office from all institutions attended since last leaving SU;
2. complete the Reactivation Application and take it to the graduate program director for authorization to be reactivated; and
3. if a resident of Maryland, complete the Residency Form and submit it with the Reactivation Application.

There is no processing fee for reactivation. However, students who have not completed a course credited to a graduate degree program at SU for seven or more calendar years must submit a new application for admission along with the application fee. They must also submit the documents specified in items one and three (if appropriate) above.

ADMISSION OF INTERNATIONAL STUDENTS

International students who demonstrate graduate ability and proficiency in the English language may be offered admission. International students should submit all required documents by May 1 for fall admission and September 1 for spring admission.

The University requires the following documents for graduate admission:

1. Application for Admission Graduate Programs
2. Official or certified true copies of all grade reports, diplomas and academic records (Documents should include a copy in the original language, along with an English translation.)
3. University Declaration of Finances form

4. Contact individual programs for additional application requirements.

Applicants whose native language is other than English must take the Test of English as a Foreign Language (TOEFL) and have official results sent to the Office of Admissions. A minimum score of 550 on the written exam or 79 on the Internet-based exam is required. TOEFL information may be obtained by contacting: TOEFL, P.O. Box 6151, Princeton, NJ 08541-6151, USA, or on the Web at www.toefl.org.

All documents must be sent directly to the Admissions Office by the institution that provided each official document.

International graduate student applicants may be required to have their credentials reviewed by professional, external evaluators identified by Salisbury University. If such external review is necessary, appropriate forms will be sent to applicants early in the admission process. International students must be admitted to a degree program before the immigration document (I-20) will be provided.

REGISTRATION

To receive academic credit for coursework, students must be officially registered. Students must register during the periods indicated in the academic calendar. Late registrants are required to pay a late fee. The University reserves the right to discontinue any course or course section for which there is insufficient enrollment. Students should refer to the University Web site at www.salisbury.edu/registrar for details regarding registration procedures and course offerings.

TRANSFER CREDIT

Graduation from an SU graduate program requires that a minimum of 21 semester hours of the program-required credits must be satisfactorily completed at SU. Some graduate programs require more than 21 semester hours of the program-required credits be satisfactorily completed at SU. Students are advised to refer to the appropriate program description in this catalog.

On the recommendation of the faculty advisor and with the approval of the master's degree program director, a student may transfer graduate credit from other regionally accredited institutions, providing these credits are directly related to the student's program of study, approved by the student's program director, found acceptable for graduate degree credit by the offering institution, and confirmed by an official transcript showing graduate credit earned with a minimum grade of B. All SU programs have a specific maximum transfer credit allowance; see appropriate program description.

Current students planning to earn graduate credit at another institution for possible transfer toward master's degree requirements at Salisbury University must first complete a Permission to Study at Another Institution Form and receive authorization from both the program director and registrar's representative. Students should provide a copy of the course title and description, course syllabus, and the number of semester hours of instruction, so that a decision can be made in advance regarding the acceptability of the course for transfer. In each case, the student should make certain that the course is deemed graduate level by the offering institution. No credit will be awarded for any course completed without prior approval.

Coursework earned through correspondence is not eligible for transfer. Transfer credit completed more than seven years prior to the date of graduation will not be counted toward a graduate degree (see "Time Limitation"). Transfer credit that has been applied to one graduate degree may not be applied to a second graduate degree.

The cumulative grade point average of each student will be calculated *only* on coursework completed at Salisbury University.

INTER-INSTITUTIONAL REGISTRATION

Credit earned through Inter-Institutional Registration with other University System of Maryland institutions will be accepted as credit earned at Salisbury University. Coursework and grades earned will be applied toward graduation requirements at Salisbury University, and will be counted in the SU grade point average.

Graduate students who wish to participate in the Inter-Institutional Registration Program may register at SU using the University System of Maryland Application for Inter-Institutional Enrollment form available at the Registrar's Office. The policies and procedures for this program are also available at the Registrar's Office.

FACULTY ADVISORY SYSTEM

Upon admission to a master's degree program, students are assigned appropriate faculty advisors who help them develop a valid plan of study and, once the students have met program requirements for their master's degree, recommend them for graduation to the appropriate program director.

Students are ultimately responsible for formulating plans of study which satisfy University and master's program requirements, while meeting personal and professional goals. To develop and schedule such plans of study effectively, students should meet with their faculty advisors upon admission to the degree program, periodically throughout the program and at the start of the semester prior to the awarding of the degree. Where students and faculty advisors agree on deviations from the prescribed programs of study, such changes must be approved in writing by the advisor and program director. Non-degree graduate students considering application to graduate degree programs are encouraged to seek advisement from the appropriate graduate program director.

CATALOG SELECTION

Students admitted to master's degree programs are generally allowed to satisfy graduation requirements as stated in any single catalog of the University that satisfies all of the following conditions:

1. The catalog selected is in effect for the semester of the student's formal admission to a master's degree program, or any subsequent catalog in force while enrollment within the program is maintained, provided it does not predate the student's year of graduation by more than seven years.
2. The catalog selected meets all requirements imposed by external agencies.
3. The catalog does not require the University to retain and/or provide discontinued policies, curricula, special facilities or resources unnecessary for the completion of the existing academic program.

TIME LIMITATIONS

All work applied to a master's degree, including transfer credits and thesis, must be completed within seven calendar years after the date on which the first course meeting degree requirements was completed. Any course completed more than seven years prior to the final completion date of all graduation requirements cannot be used toward graduation.

All grades earned, however, will be used in figuring grade point averages regardless of when the work was completed. The grades from all transfer courses will be included in the GPA calculated for admission or readmission, and the grades from all SU courses will be included in the GPA calculated toward graduation.

FULL-TIME AND PART-TIME ENROLLMENT STATUS

Full-time status during the fall and spring semester requires enrollment in a minimum of nine graduate semester hours (six hours for graduate assistants). Full-time status in the winter and summer terms requires enrollment in a minimum of six graduate semester hours.

Half-time status during the fall and spring semester requires enrollment in a minimum of five graduate semester hours. Half-time status in the winter and summer terms requires enrollment in a minimum of three graduate semester hours.

Overload requests for course loads in excess of 12 hours during the fall or spring semester, nine hours during the summer term or six hours during the winter term, must be approved by the program director.

CLASS ATTENDANCE

Students are expected to attend all class meetings of courses for which they are registered, unless informed otherwise by the instructor concerned. Frequent unexcused absences, together with unsatisfactory work due to absence, may result in exclusion from the course. Individual professors may have requirements that are outlined on the course syllabi that also must be met by students taking the course.

COURSE NUMBERING SYSTEM: GRADUATE CREDIT

Courses at the 500 and 600 levels offer graduate credit exclusively. Some graduate courses are combined with undergraduate-level courses. Graduate students enrolled in combined sections are expected to do graduate-level work and to meet requirements more rigorous than those established for undergraduates. It is the responsibility of the instructor to define the precise quality and quantity of work expected from members in their classes.

GRADING SYSTEM

A four-point grading system is used to identify the quality of academic work. The grade of A carries 4.0 quality points per credit hour, B+ carries 3.5 points, B carries 3.0 points, C+ carries 2.5 points, C carries 2.0 points, D carries 1.0 points and F carries no points. A cumulative grade point average of 3.0 on all graduate work taken at the University is required for graduation.

Grades will indicate academic achievement as follows:

Grade	Quality Pts.	Evaluation
A	4.0	Excellent
B+	3.5	Very Good
B	3.0	Good
C+	2.5	Below Standard
C	2.0	Unsatisfactory
D	1.0	Poor; no credit toward degree allowed
F	0.0	Failure
AU	0.0	Audit; approved attendance without credit
I	0.0	Incomplete
PS	0.0	Pass; passing grade for credit-bearing courses taught or taken on a pass/fail basis
IP	0.0	In Progress; used for grading on-going projects and independent studies; will be converted to letter grade upon completion
NR	0.0	Grade not reported by instructor
W	0.0	Withdrawal
WP/WF	0.0	Withdrawal Passing/ Withdrawal Failing
I_	0.0	Inactive Grade; "I" preceding a grade denotes that the grade is not calculated in the GPA and cannot be applied to the graduate program

NOTE: Students who need to meet eligibility criteria for athletics, financial aid, scholarships, etc. should be aware that courses with grades of W, WP, WF, I or IP will not be included in credits successfully completed.

The cumulative GPA is calculated by dividing the total quality points earned (QPTS) for all semesters by the applicable credit hours (QHRS).

The solitary symbol "I" denotes non-completion of course material for reasons beyond the student's control and is assigned only if the course deficiencies result from unavoidable circumstances. The "I" automatically becomes a grade of F if the work is not made up prior to midsemester of the next full semester for which the student is enrolled, or at the end of one calendar year, whichever is earlier.

The symbol "W" denotes that the student officially withdrew from individual courses or from the University during the schedule adjustment period of the term or semester for which the courses were scheduled. (For specific dates, students should refer to the University's "Academic Calendar.") At the end of the schedule adjustment period, students may no longer withdraw from individual courses but must withdraw completely from the University to avoid receiving F grades. For students who withdraw completely from the University after schedule adjustment, the symbol "WP" (withdraw passing) or "WF" (withdraw failing) is assigned to each class to denote the student's achievement at the time of withdrawal. These grades are non-punitive, however, and will not be calculated in the student's grade point average.

NOTE: Students who need to meet eligibility criteria for financial aid, scholarships, etc. should be aware that courses with grades of W, WP, WF, I or IP will not be included in credits successfully completed.

Auditing Courses

Full tuition and fees must be paid for audited courses. Audited courses may not be counted as part of the students' load, and may not be applied toward the completion of any program requirement or toward the master's degree. Changes in registration, to or from audit, are permitted only during the drop/add period. Students auditing courses are expected to attend classes or laboratories in accordance with the established class attendance policy. Students who do not attend class will receive a grade of "W."

Repeating Courses

While students may not receive credit more than once for courses that cover the same content, it may be possible for students to repeat courses in order to improve their grade point average. However, the last grade received for a course (whether the grade is higher or lower than the original grade) is used to compute a student's cumulative grade point average. All graduate programs have strict limitations on the number of courses that may be repeated. No program permits more than two course repetitions for the purpose of grade improvement. Some permit fewer than two. Students should consult their specific graduate program for policies concerning the repeating of courses.

In some instances students may repeat special topics courses offered under like course codes if allowed by the department.

Challenge Exams

Challenge exams will not be recognized for graduate credit at Salisbury University except for the Master of Business Administration and the Master of Social Work programs that use challenge exam credit to establish competence in designated foundational courses.

ACADEMIC STANDARDS

To remain in good academic standing, graduate students must maintain a cumulative grade point average of at least 3.0 for all graduate courses. Graduate programs vary as to their policies regarding grades below B. No program permits more than two grades below B to count toward a degree. Some permit fewer than two. Students should consult the policies of their specific graduate programs for further information about program academic standards.

Students whose cumulative average falls below 3.0 will be placed on academic probation for a maximum of one calendar year and allowed nine semester hours, which includes a repeated course, to return their grade point average to 3.0. During probation, students are dismissed if they do not improve their grade point average following each term they complete a class or it is determined they cannot return their grade point average to at least 3.0 by the conclusion of the nine semester hours or one calendar year, whichever comes first. All students who return their grade point average to at least 3.0 during the probationary period will be returned to good academic standing. Students in graduate degree programs will be informed of probationary status or dismissal by the school dean or program director. Non-degree students will be informed of probationary status or dismissal by the provost.

In exceptional circumstances, students dismissed for academic deficiency may be considered for readmission to their graduate degree program or to another master's degree program. *In no case will such readmission for graduate study be granted prior to one calendar year following the term of dismissal.* These students must submit the application for reactivation to the Registrar's Office at least 90 days prior to the term for which admission is desired. A letter providing the reasons for lack of previous academic success and indicating why acceptable academic performance should be expected in the future must accompany each application. The director of the appropriate degree program will make the final readmission decision.

Student Grievance Policy

Graduate students may address concerns related to academic matters (e.g. grade disputes and professional program dismissals when they do not involve an academic integrity violation) through the Student Grievance Policy process. The policy provides a method for aggrieved students to express substantive complaints about academic matters and have them resolved in a timely fashion. Students are encouraged to attempt to resolve differences between themselves and others in an informal manner prior to initiating a formal grievance under this policy. A copy of this policy can be found at www.salisbury.edu/provost.

Academic Integrity

Integrity is a principle that permeates all the activities of the University and guides the behavior of faculty, students and staff. The spirit of academic integrity denotes adherence to the precept that "one's work is one's own." The process by which integrity is upheld assumes clear communication of University expectations, standards and policies and clear communication of students' and faculty's rights and responsibilities. This policy is intended to foster student academic integrity and to address cases of student academic misconduct. A copy of this policy can be found at www.salisbury.edu/provost.

GRADUATE ASSISTANTSHIPS

(See Financial Aid section for additional funding opportunities.)

The graduate assistant role at Salisbury University is governed by the Salisbury University Graduate Assistant Policy (available online at www.salisbury.edu/gsr/gradstudies/grad_assistantships.html). This policy delineates all aspects of the graduate assistant hiring process, appointments, benefits and the grievance process.

Graduate assistantships enhance student educational objectives by providing practicum-based experiences, including the development and application of teaching, conducting research and other skills, while advancing the mission of the University. Graduate assistantships also provide financial support in the form of stipends and tuition assistance to aid full-time or half-time degree-seeking students enrolled in post-baccalaureate degree programs. To be eligible for an assistantship, students must be admitted to a degree-seeking master's program.

Graduate assistants are eligible to receive a stipend and tuition waiver of up to 18 credits per fiscal year (summer II, fall, winter, spring and summer I). To be eligible for the tuition waiver, students must enroll for a minimum of six credits in both the fall and spring terms. Tuition is waived only for graduate courses applicable toward master's degree requirements. The tuition waiver does not include waiver of fees. The length of appointment may be for a single term, an academic year,
12-months or multiple years, based on the recommendation of the dean, department chair or graduate program director. A full-time assistantship requires a time commitment of approximately 20 hours per week, and a half-time assistantship requires about 10 hours per week. Hiring managers should discuss job duties, appointment length and anticipated time commitments with candidates prior to offering a position.

GRADUATE TUITION AND FEES

Tuition and fees for each semester may be changed and new ones established at any time by action of the Board of Regents of the University System of Maryland. Please refer to the Cashier's Office Web site, www.salisbury.edu/admin/cashiers/, for a complete listing of tuition, fees, and special course fees and other related expenses, as well as current prices. All fees including those incurred by students for miscellaneous items such as lost library books and fines, parking fines, lost athletic equipment, telephone charges, disciplinary fines and damage to University property are also defined as "mandatory fees."

CHANGE OF NAME/STUDENT NUMBER

Students wishing to change or correct their name, Social Security number or other biographical information should contact the Registrar's Office for current policies and procedures.

CHANGE OF ADDRESS

It is the students' responsibility to keep the University apprised of changes to their permanent, billing, and local addresses and phone numbers by updating their information as necessary through self-service on their GullNet accounts.

SOCIAL SECURITY NUMBER

All students are asked to submit their Social Security number. International students are encouraged to file for a Social Security number, although they are not eligible for Social Security benefits. The Social Security number is used as a resource to identify the student for administrative and financial records.

Students' disclosure of their Social Security number is voluntary. The student Social Security number is only released to agencies or individuals outside the University at the request of the student or in accordance with federal and state requirements in regard to financial aid awards, Internal Revenue Services for student employee salary reporting and state comptroller's debt collection procedures.

OFFICIAL WITHDRAWAL AND REFUND PROCEDURES

Graduate students may drop part or all of their course load through self-service on their GullNet accounts. Their admission to the Graduate School will remain active for one academic year. If students wish to withdraw completely from the University, they should complete and submit a Withdrawal form, available online at www.salisbury.edu/registrar/forms.html or in the Registrar's Office. Failing to attend classes does not constitute an official withdrawal or relieve students from their financial obligations to the University.

Students failing to comply with procedures for official withdrawal and/or official dropping of courses risk receiving a grade of F in the courses at issue and will forfeit all right to refunds which might otherwise be made.

Detailed procedures for official withdrawal from the University and official dropping of courses, including deadlines for submitting the forms necessary for the disbursement of refunds, are available on the University Web site (www.salisbury.edu/registrar and www.salisbury.edu/gullnet).

APPLICATION FOR GRADUATION

It is the responsibility of individual graduate students to check with their faculty advisor to make sure that all degree requirements have been fulfilled.

Degree candidates must apply for graduation prior to the Commencement ceremony. The Graduation Application may be accessed through their self-service GullNet accounts. Deadlines for submitting an application are posted on the Master Calendar on the University Web site at www2.salisbury.edu/calendars/Program/all_calendars.asp and the Commencement Web page at www.salisbury.edu/commencement. If students fail to file the Graduation Application by the posted deadline, inclusion in the commencement ceremony might be affected and graduation may be delayed one semester. Students who find it necessary to postpone graduation must contact the Registrar's Office to make the changes in their records.

TRANSCRIPTS AND CERTIFICATION OF COMPLETION OF DEGREE REQUIREMENTS

Transcripts of graduate records for current students and recent alumni may be ordered online through self-service in GullNet. Students without an active GullNet account may submit a Transcript Request, available on the University Web site (www.salisbury.edu/registrar/forms) or through the Registrar's Office.

A certification of degree requirements may be obtained by contacting the Registrar's Office only after all requirements are completed and after the Graduation Application is submitted. All financial obligations to the University must be met before a transcript or certification is issued.

PROFESSIONAL CERTIFICATION

Requirements for the various teaching and administrative state certificates change from time to time and are determined by agencies other than the University. Therefore, the University cannot guarantee that a particular graduate program will automatically fulfill requirements for any of the various certificates available. Students seeking such certification are advised to consult a certification specialist within their state department of education or state board of nursing for information on the particular certification requirements they may wish to meet.

GRADUATE STUDENT COUNCIL

The Graduate Student Council (GSC) is the official political and social body for the graduate students at SU. The GSC's goal is to provide avenues for intellectual, professional, personal and social development through grants, advocacy, public presentation of research, graduate community events and campus service support. To learn more visit www.salisbury.edu/campusgov/gsc.

GRADUATE COUNCIL

The Graduate Council recommends academic policies and procedures to the administration of the University and serves as an advisory board to review appeals on matters concerning the interpretation of regulations governing graduate study and the degree programs as related to the University as a whole. The council approves all changes in the graduate curriculum, evaluates trends in graduate education and makes recommendations to the administration concerning the mission of graduate education and the utilization of resources within the University to meet the needs of its graduate constituency.

Continuing Education

Salisbury University provides traditional and non-traditional courses to the community. The University offers flexible educational programs through day and evening courses, extension courses, non-credit courses, winter terms, summer sessions, workshops/conferences, short courses, institutes, undergraduate and graduate courses and other types of educational/experimental experiences, both on and off campus.

Goals

The goals of continuing education at Salisbury University are as follows:

1. Identify community educational needs and interests for use in new and ongoing program development.
2. Provide educational experiences that encourage intelligent action in response to social, economic and political issues.
3. Provide opportunities to continually update and/or upgrade professional skills.
4. Provide a variety of activities relating to personal and cultural development.
5. Provide increased educational opportunities at suitable locations and hours convenient to those who may participate.

Continuing Education Units (CEU)

Salisbury University uses the Continuing Education Unit (CEU) for selected offerings in the Non-credit Continuing Education Program. The CEU is a nationally accepted method for recognizing, identifying, measuring and rewarding participation in non-credit certificate programs and special courses of varying lengths that are not part of the regular undergraduate or graduate degree programs. The CEU is defined as "10 contact hours of participation in an organized continuing education experience under responsible, sponsoring, capable direction and qualified instruction." Professional and personal growth may be assessed in this manner. Courses for which CEU credit will be awarded are designated with the CEU initials.

Registration of Auditors and Undergraduate Non-Degree Students

Community members who have not earned a degree and wish to enroll for a limited number of undergraduate courses in the non-degree program must register through the Registrar's Office. Information regarding registration procedures and deadlines is available on the University Web site (www.salisbury.edu/registrar/nondegree.html) or in the Registrar's Office at 410-543-6150.

Graduate Non-Degree Students

Non-degree graduate students who have never been admitted to a graduate degree program at SU do not need to submit an application or application fee. These students must have official transcripts sent to the Admissions Office from the baccalaureate granting institution (specifying their bachelor's degree major) and all institutions attended for graduate study, and register for classes with the Registrar's Office. Once the required official transcripts arrive, non-degree students may continue to enroll in graduate classes by submitting a completed registration form to the Registrar's Office.

To facilitate non-degree students' ease in scheduling classes, the arrival of transcripts may be delayed up to the end of the student's first semester at SU. However, students must have their transcripts sent as quickly as possible as they may be necessary for scheduling purposes. If the official transcript(s) does not arrive in the Admissions Office by the end of their first term, students will not be allowed to schedule additional graduate classes or have graduate transcripts sent from SU.

A maximum of nine semester hours of credit earned prior to formal admission to a master's degree program at SU may be applied toward graduation requirements for that degree. Certain graduate courses are available only to students formally admitted to a degree program. (Refer to the individual course descriptions for more information.)

University Expenses

www.salisbury.edu/cashiers

NOTE: Notwithstanding any other provision of this or any other University publication, the University reserves the right to make changes in tuition, fees and other charges at any time such that changes are deemed necessary by the University and the University System of Maryland Board of Regents. Please refer to the Cashiers Office Web site, www.salisbury.edu/cashiers, for a complete listing of tuition, fees, room, board, and special course fees and other related expenses, as well as current prices. All fees including those incurred by students for miscellaneous items such as lost library books and fines, parking fines, lost athletic equipment, telephone charges, disciplinary fines and damage to University property are also defined as "mandatory fees."

GULL CARDS (IDENTIFICATION CARDS)

All students enrolling for the first time at the University must have a Gull Card (ID) made. Continuing students use the card they have as long as they are registered students—the card is reactivated each time students enroll for classes. The Gull Card is used by students to access their residence halls, meal plans, Blackwell Library and their declining balance account funds. Once a student places money in their declining balance account the Gull Card can be used to make purchases at the University Bookstore, Commons dining facility, food carts, Office of Publications, University Police, Copy Center, vending machines, laundry services and off-campus merchants who accept the Gull Card. A replacement fee of $25 is charged for lost/stolen or damaged/worn cards. Students may obtain their Gull Card by visiting Commons Room 036, Monday-Friday, 8 a.m.-5 p.m. For further information please call the Gull Card Office at 410-543-6053 or e-mail gullcard@salisbury.edu.

RESIDENCY DETERMINATION

Residency determination is made upon admission and/or enrollment. The complete "Policy on Student Residency Classification for Admission, Tuition and Charge Differential Purposes" is located in Appendix B.

STUDENT CLASSIFICATION

For tuition and fee purposes, a full-time undergraduate student is a student taking 12 or more credit hours each semester. Any student (regardless of classification or designation) taking 12 or more credit hours a semester is required to pay the full-time tuition and fees listed. A part-time student is a student taking 11 or fewer credit hours per semester for undergraduate or graduate credit. Any student (regardless of classification or designation) taking 11 or fewer credit hours a semester is required to pay the part-time tuition and fees itemized.

Students taking courses for audit or pass/fail or courses without credit designation will receive assigned equivalency credit hours for tuition and fee purposes.

ROOM AND BOARD

Those students who have made residence hall reservations must claim their room no later than 5 p.m. on check-in day. Students who cannot meet this schedule must call the Office of Housing and Residence Life to request alternative check-in information.

EXPLANATION OF FEES

Full/part-time mandatory fees consist of the following:

Athletics

Funds from this fee are assigned to the Department of Intercollegiate Athletics and are used in implementing a well-rounded athletics program at the University. Athletics fees offset expenses incurred in the purchase of consumable supplies for varsity sports, the transportation of athletics teams, payment for athletics officials and numerous other services.

Facilities

Funds from this fee support major renovation and/or construction projects not funded by the State of Maryland.

Guerrieri University Center

Funds from this fee support the Guerrieri University Center programs and operations.

Intramural

Funds from this fee are used to implement a well-rounded intramural program at the University.

Student Activities

Activity fund fees are used to help meet expenses in connection with various social functions, student publications, dramatic productions and the other duly authorized student activities which take place during the academic year.

Technology

Technology fee funds are used to enhance the technology infrastructure for the student body.

Motor Vehicle Registration

Students who operate motor vehicles on the University campus must register these vehicles with the Parking Services Office, located in the East Campus Complex, and pay a parking fee. Parking permits are non-transferable.

ADDITIONAL EXPENSES

Books and Supplies

Books and classroom supplies may be purchased at the University bookstore, the Book Rack. Expenses will vary with the cost of books and other materials required for particular courses.

Special Courses

Certain courses require enrolled students to pay additional fees for special services and/or materials. All special course fees will be assessed and collected through normal student accounts receivable procedures. **No fees should be paid directly to academic departments or individuals.**

PAYMENTS AND ADJUSTMENTS

Advance Payments

Candidates seeking admission to the University must pay a $50 **nonrefundable** application fee when they submit the Admission Application. The application fee is not applied to any tuition or fees. After evaluation and review by the Admissions Office, the candidate is notified of status regarding admission. If accepted for admission, the student will receive (with the acceptance letter) a bill for an advance payment of $200, payable immediately, to assure the student placement in the appropriate class at time of entry. The $200 advance payment is nonrefundable but will be applied toward payment of the total tuition and fees which are due before the first day of classes. If the student fails to register, the $200 advance deposit is forfeited at the close of the late registration period as set forth in the official University calendar.

Students offered housing must pay an advance room and board deposit of $300 or greater to guarantee their room for the next academic year. This deposit will be applied to the total bill during the second semester of the year. The contract is for the entire academic year (two semesters).

Students may cancel room and board reservations by petitioning for release from their contract. The petitions must be in writing to the director of housing and must be postmarked by June 1 for the fall semester. For first-time students applying for the spring semester, the deposits are refundable if requested by December 1. The Housing/Residence Life Office will replace the petitioner with a student from the waiting list if possible. If not, the petitioner will forfeit the deposit, as well as incur a surcharge of $300.

Payments to the University

Student tuition and fees for pre-registered students are due and payable to the University prior to the beginning of each semester on or before the date shown on the bill. For students initially enrolling during open enrollment, payment for the term is due no later than the last day of drop/add. Similarly, pre-registered students who paid their initial bill but make changes during open enrollment that cause additional charges to their student account have until the end of drop/add to pay those additional charges. Students who do not observe the payment due date for any academic term will be charged periodic late fees. Students not attending should access their GullNet student account and drop all classes in which they are enrolled. **Non-payment of and/or non-response to a bill does not constitute a withdrawal from the University.**

Payment may be made, using ACH transfer or credit card, through the student's GullNet account at www.salisbury.edu/gullnet. Credit cards accepted for payment of the semester bill are MasterCard, Discover and American Express. A 2.4 percent convenience fee is assessed for any credit card payment for tuition and fees. There is no fee for ACH transfer. Checks and money orders made payable to Salisbury University may be used when paying by mail. The mailing address for payments is Salisbury University, P.O. Box 2195, Salisbury, MD 21802-2195. Cash, checks and money orders are also accepted at the Cashiers Office, Holloway Hall Room 219, Monday-Friday between the hours of 8 a.m.-5 p.m.

Salisbury University has partnered with Sallie Mae to give students the option of spreading their semester payments over a longer period of time by enrolling in a payment plan. To do so, visit www.tuitionpay.com.

Tax Relief Act of 1997

Two new post-secondary education tax credits have been included as a part of the Taxpayer Relief Act of 1997: the Hope Scholarship Tax Credit (effective January 1, 1998) and the Lifetime Learning Tax Credit (effective July 1, 1998). These laws may allow a tax credit for some higher education expenses. To ascertain whether or not a student qualifies for this benefit, it may be advisable for the student and/or parent to consult a tax professional; the University cannot provide students and/or parents with tax advice.

Returned Checks

Article 27, Section 142 of the Annotated Code of Maryland states that anyone who obtains money, etc., by bad check is subject to prosecution. All checks returned to Salisbury University by the bank as "unpaid" (this includes checks on which payment has been stopped) must be paid within seven days of the University's notification to the student. If restitution has not been made within the allotted time, the maker of the check may be subject to prosecution. A returned check fee is charged by the University (in addition to the face value of each check) to cover the costs of handling returned checks.

Should it become necessary to remand a debt to the Central Collection Unit of the State of Maryland, a collection fee of 17 percent or greater will be imposed and added to the principal balance. **The University reserves the right to deny services to any student who has an account in arrears. This may include, but not be limited to, denial of registration and transcript privileges.**

Eligibility for Refunds

To be eligible for any type of refund, a withdrawing student must do the following:

1. Access their GullNet account and drop all classes in which they are enrolled.
2. Submit a completed withdrawal form to the Office of the Registrar.
3. Notify the Office of Housing and Residence Life (if a resident student) of room cancellation.
4. Turn in the student ID card to the Identification Office.

No refund will be processed unless the student complies with the withdrawal procedures stated above.

Refunds are based on the date on which the withdrawal form is filed with the registrar. Failure to file the official notification will result in a forfeit of all right to refund. No withdrawals will be backdated. Students whose housing contracts and meal plans are terminated for disciplinary reasons are not eligible for refunds. Students dismissed by the University for disciplinary reasons are not entitled to any tuition or fee refunds.

The cost of repairs and/or replacement of any University property damaged by the student will be deducted from any refunds due the student. Damaged property will be inspected by the Physical Plant Office and a determination will be made of repair or replacement costs prior to any refund. Students also will be liable for common area damage assessed by the Office of Housing and Residence Life at the end of each semester.

Refund Policy

Refunds are made based on the following criteria, except for aid recipients who fall under the Return of Title IV Funds Policy guidelines which may be found in the Financial Aid Information section of this catalog (this policy information refers to the regular fall and spring academic terms; contact the Cashiers Office regarding winter and spring term information):

1. Students who withdraw from the University by the end of the official drop/add period for each session receive a refund of all tuition, fees, room and board except the $200 acceptance fee for new students, the $300 advance room deposit, a $300 breach of housing contract fee, the per meal rate for meals eaten prior to a board plan's being dropped, and a $50 administrative fee.
2. Those who withdraw from the end of the official drop/add period through the end of the second week of classes receive a refund of 80 percent of tuition, room and board. No fees shall be refunded.
3. Students who withdraw during the third week of classes receive a refund of 60 percent of tuition, room and board. No fees shall be refunded.
4. Students who withdraw during the fourth week of classes receive a refund of 40 percent of tuition, room and board. No fees shall be refunded.
5. Students who withdraw during the fifth week of classes receive a refund of 20 percent of tuition, room and board. No fees shall be refunded.
6. Students who withdraw after the end of the fifth week of classes receive no refund of tuition, room or board.

Individuals who change their schedules from full-time to part-time status during the official drop/add period of the University will be entitled to credit based on the difference between the full-time tuition and fee charge and the part-time per credit hour tuition and fee charge.

The University refund policy is effective for students who withdraw from all courses and for those who drop courses by the end of the official drop/add period. It is not effective for students who withdraw from a portion of their scheduled courses during the schedule adjustment period. It also does not apply to the self-supporting terms (winter and summer). Questions regarding refunds should be directed to the Cashiers Office. Appeals for exceptions to this policy must be in writing to the Office of the Vice President of Administration and Finance, Holloway Hall Room 228, Salisbury University, P.O. Box 2195, Salisbury, MD 21802-2195.

Financial Aid

www.salisbury.edu/admissions/finaid

NOTE: Students applying for aid from Salisbury University who are eligible to apply for the Federal Pell Grant are required to do so before aid from the University will be awarded.

GENERAL INFORMATION

What is Financial Aid?

Financial aid is any grant, scholarship, loan or paid employment offered for the express purpose of helping a student meet educationally related expenses. Such aid is usually provided by or through federal and state agencies, foundations, corporations, and the colleges and universities themselves. Grants and scholarships are regarded as "gift" assistance and need not be repaid although they may carry certain provisions.

Loans are usually offered at low interest rates and can be repaid over an extended period after the student leaves the institution. Where aid is offered in the form of a job, the student is paid an hourly rate for work actually performed.

The amounts and types of financial aid that students receive are determined through federal, state and local guidelines, and are offered to students in combinations or "packages" designed to fit applicants' financial needs.

What is Financial Need?

Financial need is the dollar-amount difference between the funds students can provide and their University expenses. Salisbury University expects students and their parents to contribute to the fullest of their ability from income and assets in meeting University expenses. Financial aid is designed to supplement, but not replace, these primary resources. Therefore, the University's aid programs are based on the financial need of families. It is students' responsibility to apply for any additional scholarship for which they may be eligible.

ELIGIBILITY REQUIREMENTS AND PROCEDURES

To be eligible to apply initially for financial aid, students must meet the following criteria:

1. Be matriculated (formally admitted to the University).
2. Be enrolled in a degree-seeking program of study.
3. Be enrolled for at least part time.

Once students are studying at Salisbury University and wish to reapply for financial aid, they must meet the following qualifications:

1. Remain matriculated.
2. Remain enrolled in a degree-seeking program of study.
3. Continue making satisfactory academic progress.

All students must reapply every year for continuation of financial aid, and are required to report to the Financial Aid Office any new scholarships, loans, grants and earnings from employment not recorded on the original, initial financial aid application. This information is used to reassess students' financial needs and if needs are reduced, aid will be reduced accordingly. When aid must be reduced, the Financial Aid Office attempts to adjust the amount students will receive for the upcoming semester in that semester. But in cases where such adjustments cannot be made in time and students receive aid in excess of assessed need, the University bills students in the amount of the overaward.

Students who receive financial aid are notified in an award letter and must, in turn, notify the Financial Aid Office that they accept the aid awarded. Students who do not notify the office of their acceptance of aid awarded by the date indicated in the award letter are subject to aid cancellation.

GRADUATE FINANCIAL ASSISTANCE

A limited amount of financial aid in the form of graduate assistantships from the University and scholarships from the Maryland Higher Education Commission (Maryland residents only) is available each year to selected graduate students. The William D. Ford Direct Loan Program is available to students whose classification is a graduate master's degree and are enrolled at least half time per semester.

GRADUATE ASSISTANTSHIPS

Each year Salisbury University offers a number of graduate assistantships on a competitive basis. Information and application forms may be obtained from the Admissions Office, Registrar's Office, school deans or graduate program directors. Completed forms, including required supporting documents, should be returned to the appropriate dean(s) or graduate program director(s) as early as possible preceding the academic year or semester for which the appointment is sought.

All graduate assistants will be eligible to receive a salary and tuition waver. Graduate assistants must enroll for a minimum of six credits, but no more than nine per semester will be covered by the tuition waiver. Tuition will be waived only for courses applicable toward master's degree requirements. The waiver of tuition does not include waiver of fees.

Assistantships are generally awarded for one semester, beginning in the fall, and may be continued in the spring semester, based on the recommendation of the dean, department chair or graduate program director.

RETURN OF TITLE IV FUNDS POLICY

The federal government's policy states that if a Title IV aid recipient (Direct Stafford Loan, Direct PLUS Loan, Carl Perkins loan, Pell Grant, SEOG) withdraws from the institution, either officially by withdrawing through the Registrar's Office or unofficially by dropping out, during a period of enrollment in which the recipient began attendance, the institution must calculate the percentage and amount of Title IV assistance the student did not earn and return those funds to the Title IV programs. Once 60 percent of the enrollment period has elapsed, 100 percent of the aid is determined to be earned and no calculation is required. For further information please visit the financial aid Web site.

APPLICATION PROCEDURES FOR UNIVERSITY FINANCIAL AID PROGRAMS

Students who wish to apply for financial aid must complete a Free Application for Federal Student Aid (FAFSA) indicating that Salisbury University (Title IV Code 002091) is to receive the information.

The University's financial aid deadline is March 1 for the following academic year. Students may apply as early as January 1 but no later than six weeks in advance of the deadline date. This allows time to process the FAFSA and have the results forwarded to the Financial Aid Office. Applications received after March 1 will be processed on a first-come, first-served basis. Although incoming freshmen and transfer students are not offered financial aid until they have been formally admitted to the University, they must meet the same application deadline. Immediate processing of new applications or announcements of results prior to the beginning of the school year cannot be assured; therefore, an alternate arrangement for bill payment should be made. If funds are still available, cases will be processed during the school year.

DISBURSEMENT OF FINANCIAL AID

Financial aid is disbursed to the semester bill once all required actions have occurred to allow disbursement. Required actions may include: accepting the aid offer, providing requested documentation and completing promissory notes and entrance counseling. Students must be enrolled and have completed all required steps in the financial aid process before aid is permitted to disburse to their semester bill.

If there is a credit balance due to the student after all charges have been deducted, a refund will be processed for the student as early as the first week of classes. For credit balances that occur near or after the beginning of the term, the excess funds will be available within two-three weeks. Students have the option of receiving excess funds by check or electronic deposit.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY

Undergraduate Policy

Federal regulations require that institutions of higher education establish minimum standards of "Satisfactory Academic Progress" (SAP) for potential and current financial aid recipients. Financial aid applicants must comply with the SAP Policy as a condition of initial or continued eligibility. Please note that a student's prior academic progress will be measured to determine his or her eligibility. The Financial Aid Office will review SAP at the end of each payment period (fall, spring and summer).

Financial aid programs that are affected by the SAP Policy include: Federal Pell, Federal TEACH, Federal Carl Perkins Loan, Federal SEOG, Federal Work Study, Federal Direct Stafford Loan, Direct PLUS Loan, Salisbury University Fund, TRIO Grant, Partnership for Success Grant and State grants/scholarships.

SAP for undergraduates is measured in three areas: maintaining a satisfactory cumulative grade point average, successfully completing a required percentage of attempted credits and receiving a degree within a maximum timeframe.

▸ Minimum Cumulative Grade Point Average

Undergraduate students must maintain the required cumulative grade point average necessary for continued enrollment at SU. Therefore, they must maintain an academic standing consistent to the Undergraduate Scholastic Standards as outlined below:

Total Credits Earned (Including transfer credits)	Minimum SU Cumulative GPA
Fewer than 30	1.400
30-35	1.500
36-41	1.600
42-47	1.700
48-53	1.800
54-59	1.900
60 or more	2.000

▸ Minimum Credit

All undergraduate students must have successfully completed at least 67 percent of all credits attempted.

How do I calculate my percentage completed?

An attempted credit includes graded courses (A, B, C, D, F) and non-graded courses (I, PS, S, CS, AU, W, WF, WP, NR, IP, RA, RB, RC, RD, RF, X, Advanced Placement, CLEP, Departmental Challenge Exams, International Baccalaureate Exams, Military Education Credit, study abroad attempted credits, credits excluded in Academic Clemency, accepted transfer credits).

To calculate the percentage of credits a student has completed, total all attempted credits and total all completed credits. (See the Repeat Course section in the University Catalog for further information regarding repeating of courses) Then, divide the number of completed credits by the number of attempted credits.

Total Completed Credits/ Total Attempted Credits = Percentage Completed

Students placed on warning after the first occurrence for one or both of the above requirements (Minimum Cumulative Grade Point Average/Minimum Credit Requirement) must meet all SAP requirements after the next consecutive payment period in which they are enrolled or financial aid eligibility will be terminated.

▸ Maximum Time Frame

Undergraduate students seeking their first bachelor's degree must earn their degree, regardless of their program of study, within their first 180 attempted credits. Students who have not earned a degree within their first 180 attempted credits, whether they have previously received financial aid or not, will lose their financial aid eligibility.

What Counts as Attempted Credits?

An attempted credit includes graded courses (A, B, C, D, F) and non-graded courses (I, PS, S, CS, AU, W, WF, WP, NR, IP, RA, RB, RC, RD, RF, XD, XF, Advanced Placement, CLEP, Departmental Challenge Exams, International Baccalaureate Exams, Military Education Credit, study abroad credits, credits excluded in Academic Clemency, all transfer credits accepted by SU). Ex. John has 30 transfer credits accepted by SU and had registered for 15 credits at SU for the fall 2010 semester but only obtained 12 credits at the conclusion of the fall 2010 semester. His attempted credits are 45.

Undergraduates Seeking First Bachelor's Degree

A financial aid eligibility termination letter will be sent to those students who have attempted more than 180 credits.

Undergraduates Seeking Second Bachelor's Degree

A financial aid eligibility termination letter will be sent to those students who have attempted (includes attempted credits/transfer credits from first bachelor's degree) more than 270 credits.

▸ Appeal Process

If a student is placed on warning, he or she does not need to appeal, because financial aid eligibility has not been revoked. A student who has had his or her financial aid eligibility terminated has the right to make a written appeal if extenuating circumstances exist and can be documented.

▸ Additional Information

Academic dismissal or disciplinary suspension from SU will result in the automatic cancellation of financial aid eligibility.

Only matriculating students (formally admitted) can receive financial aid.

The Financial Aid Office is not permitted to exclude credits/grades for students granted Academic Clemency.

Students ceasing attendance at SU, either officially by withdrawing through the Registrar's Office or unofficially by dropping out, will have their financial aid adjusted in accordance with the Federal Return of Title IV Funds Refund Policy.

Graduate Policy

Federal regulations require that institutions of higher education establish minimum standards of "Satisfactory Academic Progress" (SAP) for potential and current financial aid recipients. Financial aid applicants must comply with the SAP Policy as a condition of initial or continued eligibility. Please note that your prior academic progress will be measured to determine your eligibility. The Financial Aid Office will review SAP at the end of each payment period (fall, spring and summer).

Financial aid programs that are affected by the SAP Policy include the Federal Direct Stafford Loans, Federal TEACH Grant and state grants/scholarships.

SAP for graduates is measured in three areas: maintaining a satisfactory cumulative grade point average, successfully completing a required percentage of attempted credits, and receiving a degree within a maximum timeframe.

▸ Minimum Cumulative Grade Point Average

Graduate students must maintain the required cumulative grade point average of at least a 3.00.

▸ Minimum Credit

All graduate students must have successfully completed at least 67 percent of all credits attempted.

How do I calculate my percentage completed?

An attempted credit includes graded courses (A, B, B+, C, C+, D, F) and non-graded courses (I, AU, W, WF, WP, NR, IP, RA, RB, RB+, RC, RC+, RD, RF, Departmental Challenge Exams, Study Abroad, transfer credits accepted toward a student's program)

To calculate the percentage of credits a student has completed, total all attempted credits and total all completed credits. (See the Repeat Course section in the University Catalog for further information regarding repeating of courses) Then, divide the number of completed credits by the number of attempted credits.

Total Completed Credits/ Total Attempted Credits = Percentage Completed

Students placed on warning after the first occurrence for one or both of the above requirements (Minimum Cumulative Grade Point Average/Minimum Credit Requirement) must meet all SAP requirements after the next consecutive payment period in which they are enrolled or financial aid eligibility will be terminated.

▸ Maximum Time Frame

The federal government requires a graduate student to obtain his or her degree within a given time frame to remain eligible to receive financial aid. A student is allowed to have attempted up to 150 percent of the required credits for a graduate degree and still receive financial aid. The published length for a student to obtain his or her degree varies according to the degree sought. Refer to the SU Catalog to determine the published length required for the degree.

What Counts as Attempted Credits?

An attempted credit includes graded courses (A, B, B+, C, C+, D, F,) and non=graded courses (I, AU, W, WF, WP, NR, IP, RA, RB, RB+, RC, RC+, RD, RF, and Departmental Challenge Exams, study abroad attempted credits, all transfer credits accepted by SU). Ex. John has three transfer credits accepted by SU and had registered for nine credits at SU for the fall 2010 semester but only obtained six credits at the conclusion of the fall 2010 semester. His attempted credits are 12.

A financial aid eligibility termination letter will be sent to those students who have attempted more than 150 percent of the required credits necessary to obtain a degree.

▸ Appeal Process

If a student is placed on warning, he or she does not need to appeal, because financial aid eligibility has not been revoked. A student who has had his or her financial aid eligibility terminated has the right to make a written appeal if extenuating circumstances exist and can be documented.

▸ Additional Information

Academic dismissal or disciplinary suspension from SU will result in the automatic cancellation of financial aid eligibility.

Only matriculating (formally admitted) students can receive financial aid.

The Financial Aid Office is not permitted to exclude credits/grades for students granted Academic Clemency.

Students ceasing attendance at SU, either officially by withdrawing through the Registrar's Office or unofficially by dropping out, will have their financial aid adjusted in accordance with the Federal Return of Title IV Funds Refund Policy.

FINANCIAL AID REPEAT GRADE POLICY

Federal regulations specify that students may receive federal financial aid funding for one repetition of a previously passed course. The regulation limits the number of times a student may repeat a course and receive federal financial aid for that course.

Examples of repeated coursework that **may** count toward a student's enrollment status for purposes of determining federal financial aid eligibility are listed below:

- Repeated coursework may be included if the student withdrew (W) or received a failing grade (F). A student may repeat a failed course until it is passed.
- Repeated coursework may be included when determining enrollment status in a term-based program if a student needs to meet an academic standard for a particular passed course, such as a minimum grade. Ex: Student received a D in a course that requires a minimum grade of C for his or her major.

Examples of repeated coursework that **may not** count toward a student's enrollment status for the purpose of determining federal financial aid eligibility are listed below:

- Retaking a passed course more than once. If a student receives a D in a course and decides to repeat the course to improve his or her GPA, he or she may repeat this passed course one time. However, if the student wants to repeat it a second time, the course would not count toward the student's enrollment status.

Additional Information

All repeated courses affect financial aid satisfactory academic progress calculations, regardless of whether the student received financial aid or not, all repeated coursework must be counted as attempted credits.

Certain course descriptions listed in the Salisbury University Catalog may state that a specific course "must be repeated for degree" or "may be repeated for credit if content differs"; a student may receive financial aid for these courses, regardless if a passing grade has been received, as long as the course content is different. This regulation applies whether or not the student received aid for the earlier enrollments in the course.

FINANCIAL AID PROGRAMS

Federal Grants and Loans

Federal Pell Grant

The Federal Pell Grant is an entitlement program for undergraduate students who have not earned a bachelor's degree. Federal Pell Grants are considered a foundation of federal financial aid, to which aid from other federal and nonfederal sources might be added. Eligibility is dependent on the results from filing the Free Application for Federal Student Aid (FAFSA). The maximum Pell Grant award is $5,550 and is dependent on enrollment status as full or part time.

Federal Perkins Loan (FPL)

The Federal Perkins Loan is a low-interest (5 percent) loan for undergraduate students with exceptional financial need. Award amounts can range from $200 to $3,000 per year depending on the availability of funding. Payments on the loan are deferred while a student is enrolled at least half time. When enrollment ceases or is less than half time, the student will be placed in a nine-month grace period before payments begin. The school is the lender for the Federal Perkins Loan. As students repay borrowed funds, additional funds become available to lend to other students.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) program is for undergraduate students with exceptional financial need. Students eligible for the Federal Pell Grant receive priority consideration for the FSEOG. Awards amounts range from $100 to $1,000 per year.

Federal Work Study (FWS)

The Federal Work Study Program provides jobs on and off campus to degree-seeking students with demonstrated financial need. These jobs are usually assigned as part of the financial aid package. If possible, students are employed in positions related to their academic major or special interest. Students receive minimum wage and are paid every two weeks for hours worked.

William D. Ford Federal Direct Student Loan Programs

Salisbury University participates in the William D. Ford Federal Direct Student Loan Programs (Direct Loan).

The Direct Loan enables degree-seeking students enrolled at least half time to borrow money directly from the federal government rather than private lending institutions (i.e., banks, credit unions). Loans can easily and quickly be obtained by submitting the Free Application for Federal Student Aid (FAFSA) and signing a Promissory Note. Undergraduate students can borrow up to $5,500 per annum for the freshman year, $6,500 for the sophomore year and $7,500 for the third through fifth year. Graduate students can borrow up to $20,500 per annum. Repayment begins six months after recipients drop below six credits.

Parents also may borrow through the William D. Ford Federal Direct PLUS Program. SU will electronically send the information to the Department of Education which will approve the loan provided the parents do not have adverse credit history. Parents may borrow up to the cost of attendance at the institution minus other estimated financial assistance for the student. Parents may choose to defer payments until six months after the date the student ceases to be enrolled at least half time. Accruing interest could either be paid by the borrower monthly or quarterly, or be capitalized quarterly. Parents must complete a promissory note.

Information on the William D. Ford Federal Direct Student Loan Programs is available in the Financial Aid Office.

Salisbury University Fund

The Salisbury University Fund is for full-time, first bachelor's degree-seeking undergraduate students who have established financial need by completing the Free Application for Federal Student Financial Aid. These grants are usually awarded in combination with other financial aid awards, considering academic performance and financial need.

Veterans' Benefits

Financial aid is available for veterans and their dependents who are eligible for GI benefits. These benefits are processed by the Salisbury University Office of Veteran Affairs, located in the Registrar's Office.

Work Experience

Campus employment is available through the Work Experience Office. Students can apply for jobs without having to apply for financial aid and are hired based on job availability and skills.

Maryland Higher Education Commission Programs

State Scholarships

The State of Maryland each year awards **Guaranteed Access grants, Rawlings Educational Assistance grants, House of Delegates** and **Senatorial scholarships** to legal residents of the state. To apply, students need to complete the FAFSA.

The application deadline is March 1 for the following academic year.

For a list of all State of Maryland scholarships go to www.MDgo4it.org.

UNDERGRADUATE SCHOLARSHIPS

In addition to the following scholarship information, additional detail on scholarship policies is located at www.salisbury.edu/finaid/scholarshippolicies.

Salisbury University is pleased to recognize the accomplishments of its most outstanding students with academic scholarships. Each year, the University awards over one million dollars in scholarships to freshman recipients who demonstrate outstanding potential for college success through their high school performance and results on the Scholastic Assessment Test (SAT) or ACT.

Many of the scholarships are from Salisbury University Foundation's endowments for the Charles R. and Martha N Fulton School of Liberal Arts, the Richard A. Henson School of Science and Technology, the Franklin P. Perdue School of Business, the Samuel W. and Marilyn C. Seidel School of Education and Professional Studies, and the Alan and Patti Guerrieri Scholarship Fund. (See "Note" below.)

For entering freshmen, the application for admission serves as the application for academic scholarships. Following their admission, scholarship recipients are notified of academic awards. Some scholars will be selected for prestigious named scholarships based on their academic credentials, intended majors and geographic regions. While those scholars' total awards reflect their earlier notifications, they join a select group of scholars recognized by our faculty for their academic achievement and potential. The details of actual funding sources for freshman scholarship awards will be provided at the conclusion of the scholarship and financial aid process in late spring.

To determine eligibility for the list of undergraduate scholarships, refer to these codes following the scholarship name:

F - Scholarships for Entering Freshmen
C - Scholarships for Current Undergraduate Students
B - Scholarships for Both Entering Freshmen and Current Undergraduate Students
T - Scholarships for Transfer Students

Art Department Scholarships (F & T)

The Art Department offers a limited number of merit-based scholarships each year to accepted full-time freshmen or transfer students majoring in art. Scholarships are available with the opportunity to renew the following year.

Thomas E. Bellavance Honors Scholarship (F)

This scholarship in memory of President Thomas E. Bellavance (1980-95) is made to an incoming freshman with outstanding credentials. To apply for the scholarship a student must apply for admission to the University by February 1 with an intention of participating in the Bellavance Honors Program. The scholarship is renewable with maintenance of a 3.3 grade point average and continued enrollment as a Bellavance scholar. The recipient is selected by the director of the Honors Program.

Nettie C. Bentley Scholarships (B)

The Music Department offers the Nettie C. Bentley Scholarships which are available, on a competitive basis, to students who are accepted or previously enrolled as candidates for the B.A. in music at Salisbury University. Scholarships are awarded annually. To qualify for consideration, applicants must audition according to the Music Department requirements for the B.A. degree. Evidence of academic achievement is assessed through evaluation of applicants' high school or college/university transcripts. Applicants must submit an essay of not more than 500 words discussing career goals in music, and two sealed letters of recommendation from individuals qualified to assess the students' musical abilities. The application deadlines coincide with the deadline for department entrance auditions or March 14, whichever comes first. Students may reapply annually.

Beta Gamma Sigma Scholarship (C)

This $1,000 scholarship is awarded to a junior, senior or master's student. The chapter may select a current chapter member, an alumnus of the chapter or a student who will be invited to become a Beta Gamma Sigma member during the spring of the nominating year. Each chapter's scholarship recipient must complete the Beta Gamma Sigma scholarship application, including the required essay. Funding for this

Note: Salisbury University reserves the right to adjust any institutional scholarship monies (Fulton, Guerrieri, Henson, Perdue and Presidential) if scholarship awards are in excess of $1,500 above the cost of tuition, fees, room and board budgets determined by the Admissions and Financial Aid offices.

scholarship is from the Beta Gamma Sigma Society and the dean of the business school. Please see the Perdue School for details.

Bobbi Biron Theater Scholarships (F)

The Bobbi Biron Scholarship is awarded to an incoming freshman who has achieved a 3.0 high school GPA and shown outstanding dedication and promise in theatre. An audition and interview are required for performances and a review of a portfolio review and interview is required for designers/ technicians. Recipients may qualify for scholarship renewal if the achievement are met, including a 3.0 GPA and participation in theatre productions. Contact the Department of Theatre and Dance for more information.

Blair/Turner Scholarship (C)

The Blair/Turner Scholarship provides financial assistance to an outstanding art student who is pursuing study that will lead to a career in museum work. Information is available from the director of University Galleries.

Claude Bowdle Nursing Scholarship (C)

The Claude Bowdle Nursing Scholarship recognizes an entering first-degree junior nursing major or entering second-degree nursing major. Minimum qualifications include the following: must be enrolled full time in the nursing program, be in good standing in the department and Henson School with a GPA of 3.00 or better, and demonstrate financial need. Preference is given to applicants who are residents of Wicomico, Dorchester, Worcester or Somerset counties. Further information is available from the Nursing Department.

Clinton Bradway Jr. Scholarship (C)

This scholarship is awarded to a junior or senior education major. Recipients of this renewable scholarship must meet the following criteria: be a resident of Dorchester County, agree to teach in Dorchester County upon graduation—one year for each year of funding* and be admitted into the Professional Teacher Education Program at Salisbury University. Verification of financial need must also be submitted (FAFSA).

*Note: Failure to fulfill the county teaching obligation will result in recipient's obligation to return the scholarship funding plus 10 percent APR Interest within five years.

Brunkhorst Nursing Scholarship (C)

This Brunkhorst Nursing Scholarship annually recognizes a junior level first degree nursing major who is academically gifted and demonstrates outstanding potential for a career in nursing. Minimum qualifications include junior level status as of the upcoming fall semester, a minimum cumulative GPA of 3.0, permanent residence of the Eastern Shore of Maryland and demonstrated financial need. The applicant must submit a completed application form, two letters of recommendation—one of which must be from a nursing faculty member, along with a letter stating the basis for financial need.

The Student Policies Committee reviews applicants and selects the recipient of this one-year scholarship. Information is available from the Department of Nursing.

Garland D. and Vivian J. Bull - Arcadia High School Scholarship (F)

The Garland D. and Vivian J. Bull - Arcadia High School Scholarship was established to provide financial assistance to a student from Arcadia High School. The recipient should have demonstrated high academic achievement and a commitment to community service. Inquiries regarding the availability of the scholarship should be directed to the director of financial aid.

Garland D. and Vivian J. Bull Nursing Scholarship (C)

The Garland D. and Vivian J. Bull Nursing Scholarship recognizes an academically gifted nursing student who has demonstrated financial need. Minimum qualifications are as follows: a junior/senior traditional or registered nurse student with at least a 3.0 grade point average; a letter of application to the Student Policies Committee, Department of Nursing; a statement of financial need; a self-evaluation of potential for professional nursing and service; and two recommendations, at least one of which must be from a nursing faculty member.

The Student Policies Committee selects recipients of the scholarship, awarded annually for the following academic year. Information is available from the Department of Nursing.

Burke Family Information Systems Scholarship Program (C)

The scholarship recognizes an information systems major who has demonstrated outstanding potential in the information technology field. The $500 scholarship in nonrenewable and is awarded to a rising sophomore or junior in good standing in the Perdue School of Business. Students must be full time and have a minimum 3.0 GPA in all college work already completed, including transfer work, if any. Particular consideration is given to students that are actively involved with information systems and technology and are interested in becoming a business analyst, technology specialist, project manager or information technology consultant.

Robert and Ann R. Burns Scholarship (F)

The Robert and Ann R. Burns Scholarship provides scholarship funding for a graduating senior from a public high school in the Maryland counties of Dorchester, Somerset, Wicomico or Worcester, or the Virginia county of Accomack with a minimum 3.0 high school grade point average and demonstrated financial need. The scholarship is renewable for a total of four consecutive years provided the student is enrolled full time, maintains a minimum cumulative grade point average of 2.5 and remains in good academic standing.

Byron Scholarship (F)

These scholarships assist deserving students from Dorchester County, MD, who demonstrate leadership qualities, entrepreneurial inclination, a desire to pursue a degree from Salisbury University and the wish to return to Cambridge some of the benefits of their education. This award is not necessarily given on the basis of high scholastic rank or financial need. Details may be obtained from the Admissions and Financial Aid offices.

Cahall Scholarship (F)

The Clifford and Elizabeth Cahall Scholarship was established by Sam and Lynn Seidel in honor of Lynn Seidel's parents, Clifford and Elizabeth Cahall. The scholarship is awarded to a Sussex County, DE, high school graduate. Although any Sussex County graduate is considered, first priority is given to a graduate of Indian River High School and second priority is given to a graduate of Sussex Central High School.

The scholarship is awarded annually to a student with a minimum 3.0 grade point average. Class rank, SAT scores and financial need are considered. Provided recipients maintain a 3.0 grade point average, the scholarship will continue throughout the four years at SU. The selection committee from the Admissions/Financial Aid offices determines the applicant pool and the recipient by March 1 of each year.

Calafiura Scholarship (C)

This $1,500 scholarship is awarded to a full-time senior or rising senior accounting major for his/her final one or two semesters. Students must have completed, or be in the process of completing at the time of application, the following courses: two principles courses, two intermediate courses and one elective accounting course. The student must be eligible with and maintain a minimum of a 2.8 overall GPA, with a minimum 3.0 GPA in all accounting courses. The most recent completed semester's GPA will be utilized. Interested applicants must apply in writing to obtain consideration for this scholarship. Applications may be obtained from the Accounting Department chair of the Perdue School.

Cannon Scholarship (F)

The Elizabeth Cannon Memorial Scholarship is for entering freshmen who have excelled academically in high school. Priority is given to a high school graduate with a genuine need for financial assistance from Caroline County or the other eight Eastern Shore counties in Maryland.

For consideration, students must apply for admission to the University by February 1. Applicants who meet the scholarship criteria are informed of their eligibility by the dean of enrollment management.

The scholarship may be renewed for a maximum of four years, provided the student maintains a 3.3 grade point average each semester.

Carey-Simmons Education Scholarship (C)

This scholarship is awarded to a full-time student pursuing a career in public school education in Maryland. To qualify, applicants must have been residents of the Pittsville, Willards, Powellville or Gumboro election district of Wicomico County, MD, for at least five years and must have completed two years of successful undergraduate study. Applicants are judged on merit, achievement and potential. The Education Scholarships/Awards Committee selects recipients of the scholarship in March for the following academic year. Information and online application are available on the Seidel School home page.

Class of 1943 Scholarship (C)

The Class of 1943 Scholarship was established to provide funding for a rising junior education major. The scholarship is awarded for two successive years to a student majoring in education in the Seidel School of Education and Professional Studies. The selection committee from the Seidel School and the Financial Aid Office determines the applicant pool and recipient each year.

Class of 1958 Scholarship (C)

The Class of 1958 Scholarship provides scholarships for teacher education majors within the Seidel School of Education and Professional Studies. Requirements for consideration include demonstrated financial need, junior or senior status, and a minimum cumulative grade point average of 3.0. Preference is given to students who are related to a Class of 1958 graduate or alumnus.

Christopher Scholars Program in Education (B & T)

The Christopher Scholars Program provides scholarships to full-time students majoring in education with a 3.30 minimum grade point average in high school and/or a junior professional program student with a minimum 3.5 cumulative grade point average who has financial need (established by completing the Free Application for Federal Student Aid by March 1). The scholarship may be renewed provided the recipient remains an education major with a minimum 3.3 grade point average and has continued financial need.

Cort Scholarship (F)

The Cort Scholarship in chemistry was established by Bruce Cort in honor of his parents, Irving and Sylvia Cort. The award is given annually to an entering freshman chemistry major based on academic excellence in high school. This scholarship is $1,000 per year for a maximum of four years, provided the student is full time, maintains a cumulative GPA of at least 3.0 and makes satisfactory progress toward a chemistry degree. In addition, each Cort Scholar will be named a Chemistry Department Research Fellow and receive a grant of $250 per year to support student-faculty research. The chemistry faculty selects the Cort Scholar from a pool of candidates provided by the dean of admissions.

Dhimitra S. Davenport-Hopkins Scholarship (C)

This $2,000 scholarship is in memory of Dhimitra S. Davenport-Hopkins, a 1975 graduate in biology. This award honors her love of biology and her enthusiasm for sharing her broad range of interests and knowledge with her students. Applicants for this award must be biology majors of at least sophomore standing with a minimal GPA of 2.8, have completed BIOL 210 and CHEM 121, and are active in undergraduate research. The application packet must include an essay addressing the student's goals as a biologist and a letter of recommendation from a biology faculty member. Preference will be given to students with demonstrated financial need.

Gaspar and Rose T. DiGiovanna Memorial Geriatric Nursing Scholarship (C)

The Gaspar and Rose T. DiGiovanna Memorial Geriatric Nursing Scholarship recognizes a first-degree seeking, junior nursing major who has demonstrated a sincere interest in caring for elders, as well as a caring, compassionate and sensitive manner with older adults and their families. Minimum qualifications are a cumulative GPA of at least 2.50 and demonstration of a high likelihood of successfully completing the nursing program (including all the requirements for licensure) and working with the geriatric population as a professional nurse.

The Student Policies Committee selects the recipients of the scholarship. Information is available from the Department of Nursing.

Dolle Scholarship (C & T)

The Dolle Scholarships, in the amount of $1,000 each, are one-year scholarships awarded annually to two rising juniors pursuing majors in the Perdue School of Business. One scholarship is awarded to an SU student, the other to an incoming transfer student. Both students must have 60 credits and be eligible for admission to one of the upper division (professional) programs in the Perdue School. They must be full-time students with a minimum overall grade point average of 3.25 in all college work already completed.

Students who are recipients of any other Perdue School tuition assistance scholarships are not eligible for the Dolle Scholarships. Students must submit written applications (available from the Perdue School) and two letters of recommendation. Retention of the scholarship requires maintenance of a 3.25 GPA

Dudley-Eshbach Study Abroad Scholarship Program (C)

The Dudley-Eshbach Study Abroad Scholarship provides $1,000 in funding to a student who is studying abroad in a Spanish-speaking country in Latin America. The program must be a minimum of four weeks in duration and can take place in any term. Requirements for consideration include: declared major or minor in Spanish or Latin American studies, demonstrated financial need, and a minimum cumulative grade point average of 3.0. Interested students must apply through the Center for International Education by July 1 for the following academic year.

Edwards Nursing Scholarship (C)

The Virginia Mills Edwards Nursing Scholarship recognizes and funds students who desire to become registered nurses. Minimum qualifications include junior or senior standing; priority is given to residents of Dorchester (first), Somerset (second) and Wicomico (third) counties and licensed practical nurses or medical technicians (fourth, with priority given to Dorchester General Hospital employees). Letters of application should be submitted to the Virginia Mills Edwards Scholarship Board, with an essay stating in no less than 300 words the qualifications of the applicant.

The Virginia Mills Edwards Scholarship Board awards scholarships annually for the next academic year. Information is available from the Department of Nursing.

Thomas G. Elliot Orchestral Scholarship (B)

The Thomas G. Elliot Scholarship, in the amount of $1,000, will be awarded to students who are accepted or previously enrolled at Salisbury University. The awards are made on the basis of talent and are renewable for up to four years. All students must audition with the conductor of the orchestra and the orchestra player's committee. String students will be highly encouraged. Students from all majors are invited to apply. All students accepting this scholarship award must meet the following criteria: be a full-time student at Salisbury University; play and be enrolled in the orchestra for credit each semester; be enrolled in applied lessons at the University on their instrument; and maintain an overall grade point average of 3.0. Incoming freshman should have an overall grade point average of 3.0 in their senior year of high school.

Elmore Scholarship (B)

The Margaret Johnson Elmore Nursing Scholarship recognizes academically gifted pre-nursing/nursing majors who demonstrate potential for professional nursing leadership and service. Criteria for eligibility are "scholastic ability" first and "financial need" second.

Recipients must be residents of Accomack or North Hampton counties, VA, and must maintain an SU grade point average of 2.5 each academic year. Priority is given first to full-time freshman pre-nursing majors with cumulative high school GPAs of 3.0 on a 4.0 scale and combined SAT scores of 1500 or greater (recipients must be granted and accept admission to the nursing program for the first semester of their junior year to maintain scholarship eligibility; receipt of said scholarship does not ensure admission to the nursing program); second to full-time junior nursing majors admitted to the nursing program; and third to full-time senior nursing majors in the final year of the nursing program.

Letters of application should be submitted to the Margaret Johnson Elmore Scholarship Committee with two letters of recommendation and a written statement by the applicant of financial need. The committee awards scholarships annually for up to four years. Information is available from the Department of Nursing.

Stephen Michael Emery Scholarship (C)

Established by Barbara and Charles Emery in memory of their late son, Stephen Michael Emery, this $500 scholarship is awarded annually to a student of senior status majoring in social work. Applicants must have a cumulative GPA of 3.0 or greater when entering their senior year. Preference shall be given to students from the Eastern Shore of Maryland. This scholarship is non-renewable.

Ensemble Scholarship (C)

The Fulton School of Liberal Arts is offering as many as 15 $200 scholarships each fall semester to students wanting to have some fun singing or playing an instrument in a music ensemble. The Department of Music currently has five large ensembles to choose from, and they are open to any student with prior musical experience.

All majors from any discipline are eligible for these scholarships provided they agree to remain enrolled in the course and complete all requirements for the duration of the semester. Awards will be decided based on an audition. Students interested in applying should contact the Department of Music.

Fire and Rescue Service Survivors Educational Scholarship (B)

Salisbury University and the Salisbury Fire Department offer a scholarship opportunity in support of the surviving legal dependents of fire and rescue personnel. Scholarships are awarded to surviving legal dependents of the 343 members of the New York City Fire Department killed in the line of duty on September 11, 2001, or any surviving dependent of a Maryland, Delaware or Virginia fire/rescue member killed in the line of duty or, any dependent of an active, retired or life member of the Salisbury Fire Department.

Scholarships will be awarded to students attending Salisbury University either on a full- or part-time basis, regardless of academic concentration. Scholarships will be offered on an annual basis, based on availability of funds, and are renewable. Information is available from the Financial Aid Office.

First Generation Scholarship (F)

The Coca-Cola Foundation has established a $1,000 scholarship to be awarded annually to a student who may come from a disadvantaged background, is a first generation college student, shows potential for overcoming personal obstacles in the pursuit of higher education and has financial need as determined by the FAFSA. Renewal of the scholarship for three additional years is based on maintaining a 2.5 GPA or better. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipient each year.

A.L. Fleming Memorial Scholarship (C)

This $500, one-year scholarship is awarded to two juniors pursing a major in the Perdue School of Business. The student must have 60 credits completed and be eligible for admission to one of the upper-division (professional) programs in the Perdue School. They must be a full-time student with a minimum overall GPA of 3.5 in all college work already completed. This student will have demonstrated outstanding leadership potential and exceptional academics. Students must submit a written application found online at www.salisbury.edu/perdueadvising/Scholarships/index.html and letters of recommendation to the Perdue Advising Services coordinator.

William M. Folger Scholarship (B)

The William M. Folger Scholarship was created in the name of the director of choral studies at Salisbury University. An anonymous donor made the initial endowment to start the scholarship program to recognize Folger's effort and dedication in bettering the music programs at Salisbury University. At present, the Folger Scholarship, instituted in June 2005, awards $300 each semester to a student participating in the University Chorale, one of five major performing ensembles in the Department of Music. The scholarship is awarded by audition by the director of choral studies and with the approval of the dean of Fulton School of Liberal Arts. Eligible students may be from any major of study, participate in the University Chorale during the semester of the award and complete the audition process. Contact the Music Department for more information.

Fondes Scholarship (C)

The Robert Parker Fondes Scholarship annually recognizes an outstanding nursing student with a minimum high school grade point average of 3.0 who has gained admission to Salisbury University's nursing program. Recipients are selected by the Fondes Scholarship Committee.

Information is available from the Department of Nursing.

Sarah Foxwell Memorial Scholarship (B)

The Sarah Foxwell Memorial Scholarship was established to provide scholarships for current and future generations of students majoring in social work in memory of Sarah Foxwell. Requirements for consideration include demonstrated financial need, a cumulative 3.0 grade point average (high school average if awarded as an incoming freshman) and pursuance of a degree in social work. Residents of Wicomico County are given first priority for funding followed by residency within the State of Maryland. Awards are renewable for up to four years provided the recipient continues to meet the eligibility requirements.

France-Merrick Foundation Scholarship (F)

This scholarship has been established to assist students who are Baltimore City residents and intend to major in education as full-time students. The scholarship recipient will be expected to perform their student teaching internship in Baltimore City public schools. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipient each year.

Wallace Q. French Memorial Scholarship (C)

The Wallace Q. French Memorial Scholarship is a two-year, $2,000 per-year award given annually by the Tidewater Environmental Health Association in memory of their colleague Wallace Q. French. Applicants must be junior/senior natural science majors with an overall grade point average of at least 3.0.

Eligible candidates are notified by letter and must submit the application accompanied by a short essay discussing career goals in the science field. Recipients are selected by the Tidewater Environmental Health Association and the faculty of the Henson School of Science.

Fulton Scholarship (F)

The Charles R. and Martha N. Fulton School of Liberal Arts awards a number of $2,000 and $3,000 scholarships based on outstanding scholastic achievement to entering freshmen. To be considered for an award a student must be full time and declare a major in one of the departments of the Fulton School and have a grade point average of 3.30 and an SAT score of at least 1880. Awards are renewable each year, provided the student remains a major in a liberal arts department, is full time and maintains a 3.3 grade point average.

Geary Communication Scholarship (C)

The $500 Geary Communication Scholarship is awarded at the beginning of the fall semester. Applicants must be declared communications arts majors of junior or senior standing with a minimum cumulative GPA of 2.5. All applicants must provide proof of at least one semester working on a Salisbury University campus newspaper, radio station or campus programming board. Illustration of financial need and proof of U.S. citizenship are also required. Contact the Communication and Theatre Arts Department for more information.

Gary C. Gimbert Memorial Scholarship Fund (F)

The Gary C. Gimbert Memorial Scholarship is a $1,000 award to incoming Perdue School freshmen with financial need, high school grade point averages of at least 2.5 and SATs of at least 1800. Continuance is for four years, pending availability of funds, as long as recipients maintain a major in the Perdue School, at least a 2.5 grade point average and demonstrate financial need.

Taylor Goetzke Scholarship (F)

The Taylor Goetzke Scholarship was established to provide scholarship funding to an incoming student from Broadneck High School in Annapolis, MD, in memory of Taylor Goetzke. The recipient must demonstrate financial need. The scholarship is renewable for a total of four years provided the recipient maintains a minimum 3.0 cumulative grade point average at Salisbury University.

Guerrieri Scholarships (F)

The Alan and Patti Guerrieri Scholarship fund provides academic scholarships for first-time freshmen entering the University. Minimum requirements are a 3.30 grade point average and a score of 1880 on the SAT. Scholarships range from $1,000 to $2,000 per year and do not exceed four years. Recipients must maintain a 3.0 grade point average for continuation.

Avery Hall Nursing Scholarship (C)

The Avery W. Hall Nursing Scholarship annually recognizes nursing students thought to be highly motivated, hardworking, enthusiastic and dedicated to the profession of nursing. Minimum qualifications include the following: minimum college GPA of 2.5; full-time junior- or senior-level traditional or registered nurse student; letter of application to the Student Policies Committee, Department of Nursing; and two letters of recommendation.

Recipient selection is by the Student Policies Committee. Information is available from the Department of Nursing.

Henry H. "Buddy" Hanna Memorial Award (C)

For students interning in the Maryland State Legislature, a $100,000 scholarship has been established by Henry H. Hanna III and Dara Hanna, his wife. The award honors Hanna's father, a community activist and long-time legislator from the Eastern Shore. Awarded to SU juniors and seniors with a minimum 3.0 GPA, the scholarship helps students from Salisbury and the Eastern Shore who face the added expenses of travel and living arrangements in order to apply and successfully take part in legislative internships.

Henson Scholarships (B & T)

The Richard A. Henson School of Science and Technology annually awards three scholarships to incoming freshmen (one for $3,000 and two for $2,000). Students must declare a major in one of the departments of the Henson School and must have a record of accomplishment and service (minimum high school grade point average of 3.3 and SAT score of 1880 for the $2,000 award and a grade point average of 3.5 and SAT score of 1965 for the $3,000 award).

Two additional $2,000 scholarships are awarded annually to juniors in the Henson School (transfer students entering their junior year are eligible to apply for these awards). To qualify, students must have a minimum grade point average of 3.3 and must receive recommendations from the department of their major (transfers must have three letters supporting their applications).

Henson Scholarships are renewed each semester provided that the awardees remain in the Henson School and maintain a minimum grade point average of 3.3 for the $2,000 scholarship or 3.5 for the $3,000 scholarship.

Holland Business Scholarship (C)

The $2,000 W. Tracy and Frances Lord Holland Scholarship is awarded annually to a rising junior or senior in good standing in the Perdue School of Business who has a demonstrated financial need and is a resident of Wicomico County. This award is renewable, pending the availability of funds, based on maintenance of the above criteria. Students must submit written applications (available from the director of academic services for the Perdue School of Business) and two letters of recommendation.

Hooper Scholarship (B)

The David Yuri Hooper Scholarship was established by David and Wilma Hooper to honor the excellent education received by their son who graduated from Salisbury University in 1994. It provides $1,000 scholarships for students with a minimum GPA of 3.0 from single-income families demonstrating financial need. Scholarships are renewable annually provided recipients continue to meet the eligibility criteria. Preference is given to students majoring in biology, but in the event that there are no qualified biology applicants, students majoring in any other department of the Henson School are considered. Eligible candidates are notified by letter and must submit a two-page essay explaining their need and demonstrating that they are of good moral character. Recipients are selected by the deans of the Henson School and Enrollment Management.

Institute for Retired Persons (IRP) Scholarship (C)

The Institute for Retired Persons (IRP) provides scholarships for majors in liberal arts and early childhood, elementary and secondary education. Full-time students with a cumulative GPA of 2.85 or higher are encouraged to apply. The number of scholarships may vary. The Education Scholarships/Awards Committee selects recipients of scholarships in March for the following academic year. Information and online application is available on the Seidel School home page.

Penelope Jarman Memorial Scholarship (C)

The Penelope Jarman Memorial Scholarship is awarded to a junior early childhood education major who has a minimum GPA of 2.75 and an SAT score of 1880, and demonstrates financial need. The Education Scholarships/Awards Committee selects recipients of scholarships in March for the following academic year. Information and online application is available on the Seidel School home page.

Johnson Scholarship in Education (F)

A $600 Evelyn E. Johnson Scholarship is given to a female resident of Dorchester County who is majoring in education. The initial scholarship is awarded to a freshman and may be renewable for the entire four-year period provided the student maintains the standards developed by the Financial Aid Office and the Seidel School of Education and Professional Studies. The decision is made by the dean of the Seidel School.

Wayne and Melissa Judkins Family Scholarship (F)

The Wayne and Melissa Judkins Family Scholarship Fund provides scholarship funding for a freshman Maryland resident. Preference is given to students who pursue majors within the Perdue School of Business or the Seidel School of Education and Professional Studies and who are graduates of Magruder High School, residents of Montgomery or Cecil counties, or residents of other Maryland counties.

The scholarship is awarded based on high school GPA, SAT scores, county of residence and intended academic program. The scholarship is renewable provided the student remains in good academic standing at SU. The selection committee from the Admissions and Financial Aid offices considers qualifications of applicants based on admissions information and notifies the recipient by March 15 of each year.

James G. Kiefer Scholarship (F)

The Kiefer Scholarship provides scholarship(s) to students who are graduates of Wicomico County high schools. Preference will be given to those students who demonstrate financial need, as determined by the Free Application for Federal Student Aid, and have a 2.5 GPA, full-time attendance and demonstrated financial need. The selection committee from the Admission and Financial Aid offices will determine the applicant pool and recipient(s).

K & L Microwave, Inc. Scholarship Program (C)

The K & L Microwave, Inc. Scholarship Program at Salisbury University provides scholarship funding to junior- and senior-level students majoring in math, computer science, physics, chemistry or information systems. Students must be full time and have a minimum cumulative grade point average of 3.0. The scholarship program provides $3,000 in funding for both the junior and senior year, with a 20-hour-per-week, 10-week paid internship with K & L Microwave, Inc. during the summer between the junior and senior year. The paid internship provides an additional $3,000 in funding, making the full benefit of the program $9,000 per recipient. The application process for the scholarship is handled through the Henson School of Science and Technology.

Knowles Foreign Study Scholarship (C)

The John K. Knowles Foreign Study Scholarship expands study abroad opportunities for students studying a foreign language at Salisbury University. Students must be at the sophomore rank or above, provide evidence of financial need and submit an application which describes their personal and academic goals and how they will be met by a study abroad experience. Preference will be given to foreign language majors and minors. Recipients sign a letter of intent to donate the scholarship amount back to the Alumni Association, designated for foreign study, within five years of the date of the award if at all possible. They are further expected to participate in related departmental activities upon their return to campus. The number of scholarships will vary, depending on the availability of funds. Applications and information are available from the Department of Modern Languages and Intercultural Studies.

William G. and Betty B. Krieger Scholarship (B)

The William B. and Betty B. Krieger Scholarship provides financial assistance to needy and deserving students with preference given to graduates of Colonel Richardson High School. Students can be awarded as incoming freshmen or current students and must maintain satisfactory progress toward a degree and be enrolled full time to remain eligible for scholarship renewal.

Loats Foundation Scholarship (B)

The Loats Foundation Scholarship provides funds annually to full-time students who are residents of Frederick County, Maryland, demonstrate financial need, as determined by the Free Application for Federal Student Aid, and academic merit. Preference is given to students majoring in nursing or education who have a 2.5 GPA. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipient(s) each year.

Dr. Charles K. Long Scholarship (C)

Established in the memory of SU education professor, Dr. Charles K. Long, this scholarship is awarded to a junior or senior education major in the Seidel School of Education and Professional Studies. The Education Scholarships/Awards Committee selects recipients of scholarships in March for the following academic year. Information and online application is available on the Seidel School home page.

Ryan K. McDowell Memorial Scholarship (C)

The Ryan K. McDowell Memorial Scholarship is available to art majors of junior or senior status in the ceramics, glass, sculpture or 3-D tracks. Applicants must have a minimum grade point average of at least 2.50 with preference given to those with financial need. Information is available from the Art Department Scholarship Committee.

Metzger Scholarship (F)

The Jack Metzger Scholarship Fund is made available by the American Legion Post 278 of Kent Island, MD. Priority for the $1,000 scholarship goes to a freshman from Kent Island with second priority being a freshman from Queen Anne's County, MD.

To apply, students must apply for admission to the University by February 1. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipient(s) each year.

Miller Memorial Scholarship (F)

The Heather Clair Miller Memorial Scholarship for $1,000 benefits a female graduating senior from a Wicomico County, MD, public high school and, when appropriate, a female graduating senior from a high school in Worcester, Dorchester or Somerset counties. The recipient(s) must show academic promise, involvement in student activities, community service and financial need as determined by the Free Application for Federal Student Aid. The scholarship is renewable for three additional years provided the student maintains a minimum 3.0 GPA. The selection committee from the Admissions and Financial Aid offices will determine the applicant pool and recipient.

Marshall Moore Scholarship (C)

The Marshall Moore Scholarship's purpose is to create a scholarship in perpetuity for a student with financial need. With preference given to non-traditional students, the recipient must also be a junior or senior and maintain a minimum of a 3.0 GPA. Students will be invited to apply by submitting a letter of recommendation from a Salisbury University faculty member along with a biographical essay, which includes their activities while at SU and plans for the future. The award totals $1,000 per academic year and may be continued for senior year if GPA is maintained.

M&T Bank Scholarship (C)

The M&T Bank Scholarship provides funds to full-time students who demonstrate financial need, as determined by the Free Application for Federal Student Aid, and academic merit. The selection committee from the Finical Aid Office determines the applicant pool and the recipient(s) each year.

Nock Memorial Scholarship (F)

The Mary L. Nock Memorial Scholarship provides $1,000 to an entering freshman who has excelled academically, is a graduate from a Wicomico County, MD, high school and has financial need as determined by the FAFSA. Renewal of the scholarship for three additional years is based on maintaining a 3.3 GPA or better. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipient.

Non-Resident Tuition Reduction for Nursing Students (B)

This program seeks to attract out-of-state students to the pre-nursing and nursing programs in Maryland's four-year public institutions and to reduce the shortage of nurses in Maryland by requiring participants to work in a Maryland hospital or related institution for at least four years on a full-time basis upon completion of their nursing degree. The amount of assistance is the difference between the amount of tuition paid by an out-of-state student and the amount paid by an in-state student at the same four-year public institution in the same educational program for the identical number of credit hours. Information is available from the Financial Aid Office.

Patt Scholarship (F)

The Gerald and Bette Jane Patt Scholarship is available to an incoming freshman majoring in theatre. The recipient may qualify for scholarship renewal if appropriate academic standards, including a 3.0 GPA, are met. Contact the Department of Theatre and Dance for more information.

Perdue Scholarships (F)

The Franklin P. Perdue School of Business awards a number of four-year scholarships based on outstanding scholastic achievement to entering freshmen. For consideration, students must have a combined SAT score of at least 1880 and a high school grade point average of 3.3 or higher. These minimum qualifications place them in a pool where they are then judged competitively. Recipients must maintain a 3.3 or better grade point average, complete at least 30 credits per year and pursue one of the majors in the Perdue School of Business.

Phi Eta Sigma Scholarship (C)

The local chapter of Phi Eta Sigma awards scholarships to local members in their junior or senior year who have shown outstanding academic performance (cumulative grade point

average of 3.5 or higher) and who have contributed significantly to the goals of the local chapter. Information is available from the Provost's Office.

Phi Theta Kappa Scholarship (T)

Phi Theta Kappa Scholarships are awarded to both Maryland and non-Maryland residents. To be eligible, an applicant must be a current member if Phi Theta Kappa, apply for fall admission directly from the community college program, earn a minimum of 56 transferable semester hours with minimum GPA of 3.50, and submit the complete scholarship application by March 1. Applicant notification letter will be sent out by April.

Phi Theta Kappa Scholarships are renewable for the senior year, providing the recipient maintains a minimum GPA of 3.0 at SU. Students enrolling beginning in the spring semester, students who have earned a bachelor's degree, international students and students who will attend SU on a part-time basis are not eligible.

Piepenbring Memorial Scholarship (C)

One scholarship is awarded annually from the Craig N. Piepenbring Memorial Fund to a rising sophomore or junior in good standing in the Perdue School of Business. Particular consideration is given to students actively involved in student activities on the SU campus. Applications are accepted for the award annually, pending availability of funds. However, if the current recipient is a sophomore, he/she may reapply as a junior and will be considered for a second year with all other applicants on a competitive basis. Students must submit written applications (available from the Office of the Director of Academic Services for the Perdue School of Business) and two letters of recommendation.

Presidential Scholarships (F)

Each year the University awards scholarships to entering full-time freshmen who have shown outstanding academic performance in high school, have excelled on the SAT or ACT and have established a record of participation and leadership in extracurricular activities.

To apply, students must apply for admission to the University. The recommended application deadline for consideration is January 15. Eligible University applicants are contacted by the dean of enrollment management.

Information is available from the dean of enrollment management.

Scott N. Ralston Memorial Scholarship (C)

This is a $1,000 scholarship awarded to a junior economics major enrolled in the Perdue School of Business. If there is no eligible economics major in a given year, then students in finance or business administration with a track in economics will be considered. Students must have completed 60 credits, be full-time student and have a minimum 3.3 overall GPA in all college work already completed, including transfer work, if any. If the students being considered are finance or business administration majors in the economics track, they must be admissible to the upper division program.

Students who meet minimum eligibility requirements will receive applications, with instructions about the application procedure, from the Perdue School of Business, pending availability of funds. The scholarship is renewable for a second year, based on maintenance of a 3.3 GPA or above and a major in the Perdue School of Business as cited previously.

Robertson Scholarship for Liberal Arts (F)

A $250 Thelma B. Robertson Scholarship has been established to provide an annual award to an entering freshman in the Fulton School of Liberal Arts. The recipient is determined by the dean of Fulton School of Liberal Arts.

Salisbury Rotary Club Award (F)

This $500 scholarship is awarded to two students pursuing one of the majors in the Perdue School of Business. It is awarded initially to an incoming freshman who has graduated from a high school in Wicomico, Worcester, Dorchester or Somerset counties; has shown evidence of financial need; has an overall high school grade point average of 3.0 or better and has attained a competitive combined score on the SAT. Renewal for succeeding years, pending availability of funds, is based on continuing in the Perdue School major and maintaining a 3.0 or better grade point average.

Salisbury University Alumni Scholarship (F)

The Salisbury University Alumni Association annually awards one scholarship to an incoming freshman. This scholarship is equivalent to $2,000 per year for four academic years. Minimum qualifications are a combined SAT score of 1800, high school grade point average of 3.50 in academic subjects and demonstrated participation in extracurricular activities. Students admitted by February 1 are screened by the Admissions and Financial Aid offices. This information is forwarded to the Alumni Association Scholarship Committee, which selects the recipient. Preference is given to the children of Salisbury University alumni; however, the scholarship is not restricted to such students.

Sea Gull Century Scholarship (C)

The Sea Gull Century and Salisbury University have enjoyed a valuable relationship for 20 years. In recognition and appreciation of this relationship, the Sea Gull Century commits to the annual funding of the Sea Gull Century Scholarship Fund at Salisbury University. Students applying for this scholarship must be of freshman, sophomore or junior status; uphold a 3.0 grade point average at Salisbury University; be involved in the Sea Gull Century and provide a written reflection of at least 500 words of the Sea Gull Century experience (December 1 deadline). The scholarship is renewable for up to two years, if the student maintains the GPA as prescribed here. For more information or an application contact the Sea Gull Century office, University Foundation Center or seagull@salisbury.edu.

Joseph and Anna G. Seidel Scholarship (F)

The Joseph and Anna G. Seidel Scholarship provides financial assistance to students who are members of either the Beth Israel Congregation in Salisbury, MD, or the Bat Yam Congregation in Ocean City, MD. First consideration for funding is given to an incoming freshman. Additional eligibility requirements include a 3.0 high school grade point average, ranking in the top 25 percent of the high school class and enrollment for a minimum of 15 credits per semester at Salisbury University. A recipient may retain the $1,000 scholarship for a maximum of four years provided he or she has a minimum 3.0 cumulative grade point average at Salisbury University and has successfully completed 15 credit hours per term. Interested students should contact the Financial Aid Office and provide documentation certifying their affiliation with one of the above congregations.

Seidel Challenge Scholarship (F)

This $1,000 scholarship was established to aid in the recruitment, admission and retention of students in the Seidel School of Education and Professional Studies. Applicants must have a minimum SAT score of 1880 and a 3.30 grade point average. Awards may be renewed, provided the performance standards of the Seidel Scholarship are maintained. A selection committee established by the donor makes the final decision.

Seidel Nursing Scholarship (C)

The Marilyn Seidel Nursing Scholarship recognizes an academically gifted nursing student who has demonstrated outstanding potential for nursing leadership and service. Minimum qualifications include the following: junior/senior level traditional or registered nurse student with at least a 3.0 grade point average; a letter of application to the Student Policies Committee, Department of Nursing; a self-evaluation of potential for professional leadership and service; and three letters of recommendation, at least one of which must be from a nursing faculty member.

The Student Policies Committee selects recipients of the scholarship, awarded for up to two years. Information is available from the Department of Nursing.

Seidel Scholars Program in Education (F)

This $1,000 scholarship was established to aid in the recruitment, admission and retention of students in the Seidel School of Education and Professional Studies. Applicants must have a minimum SAT score of 1880 and a 3.30 grade point average. Awards may be renewed, provided the performance standards of the Seidel Scholarship are maintained. A selection committee established by the donor makes the final decision.

Seidel-Wicomico High School Scholarship in Education (F)

The Wicomico High School Scholarship in Education was established by the generosity of Samuel Seidel. This scholarship gives preference to students who are four-year graduates of Wicomico High School, finished in the top 25 percent of their class, with a 3.0 GPA or better and declare a major in education. The recipient may continue to receive this scholarship provided they maintain a 2.5 GPA and full-time enrollment as an education major. The Seidel School Scholarship Committee will select the recipient.

Justin Shen Travel Award for International Studies Majors (C)

The Justin Shen Travel Award for International Studies is a $700 stipend given annually each fall to assist in covering the cost of a study abroad experience during the following calendar year. The award decision is based on GPA, an application essay and financial need.

Smith Nursing Scholarship (F)

The Joseph W.T. and Hannah C. Smith Memorial Scholarship recognizes nursing students who are academically gifted and demonstrate outstanding potential for a career in nursing. Minimum applicant qualifications include incoming freshman with a declared major in pre-nursing, a minimum cumulative high school GPA of 3.25 or B+ or greater, a combined Scholastic Assessment Test (SAT) score of 1500 or greater, maintenance of full-time status (enrolled for a minimum of 12 credit hours per semester) throughout four years of the nursing program, and maintenance of an SU GPA of 2.5 each academic semester as a declared pre-nursing or nursing major. The scholarship award is up to $2,500 per year for four academic years. The department's Student Policies Committee determines the applicant pool and selects the recipient each year.

Hunter Smith Athletic Training Scholarship (F)

The Hunter Smith Athletic Training Scholarship is awarded to a student entering the Athletic Training Program (ATP) who demonstrates academic and clinical excellence. The scholarship is given annually to the recipient upon their admission to the ATP and is renewed on an annual basis for a maximum of two years. The renewal will be based upon normal matriculation through the ATP while maintaining a GPA of 2.80. The application to the ATP also serves as application for the scholarship. The applicants will be reviewed and the scholarship awarded to the recipient upon admission to the ATP.

Pauline and Shirley T. Smith Scholarship (T)

The Pauline and Shirley T. Smith Scholarship is awarded to students who have demonstrated academic excellence, a genuine need for financial assistance and have secured gainful employment to defray a portion of the cost of their education. The scholarship is granted with preference to graduates of the following named public school systems in descending order of preference: Talbot County, Caroline County, Dorchester County, other Eastern Shore counties of Maryland, other Maryland counties and Baltimore City. Continuation of the scholarship is dependent upon the recipient maintaining full-time enrollment and a minimum cumulative GPA of 3.0. The scholarship may be awarded for up to eight semesters, depending on student classification at the time of first award. The selection committee from the Financial Aid Office determines the applicant pool and the recipient(s) each year.

Smoot Memorial Scholarship (B)

A Brooke and Bree Smoot Memorial Scholarship is awarded to a full-time deserving student from a high school in Sussex County, DE, who is domiciled in said county at the time of admission to Salisbury University. Applicants may be high school seniors, current SU students or any other applicant. Both financial need and academic ability are weighed equally. To determine need the students must complete the Free Application for Federal Student Aid. The award may be renewed, provided the student maintains a 2.0 grade point average while attending the University. The decision is made by the Admissions and Financial Aid offices.

Leland Starnes Memorial Scholarship (C)

This scholarship is awarded to a sophomore or junior theatre major whose work has demonstrated promise in growth as an artist, whose pursuit of excellence is foremost and whose habits reflect professionalism. It is given as an academic memorial in honor of Dr. Leland Starnes who firmly established the reputation of Salisbury University for quality theatre.

Student Government Association Scholarship (F)

The Student Government Association has established a scholarship for $1,000 for four consecutive years of enrollment at Salisbury University. The minimum qualifications are entering freshmen with an SAT score of 1880, a 3.30 high school grade point average, demonstrated leadership in extracurricular activities and letters of recommendation. Students must maintain a 3.3 grade point average for each year of continuation.

To apply, a student must apply for admission to the University. The deadline for consideration is February 1.

Student Leadership Scholarship (C)

The Student Government Association Appropriation Board awards scholarships annually to students who are outstanding campus student leaders. Recipients must have at least one full-time semester remaining at Salisbury University, be involved in one or more University recognized student organizations for at least one year, show outstanding leadership qualities and/or contributions for that organization(s) and have at least a 2.5 GPA. Information is available from the Student Government Association Appropriation Board.

Tawes Memorial Scholarship (F)

The J. Edwin Tawes Memorial Scholarship provides a $500 scholarship to a student from Somerset County. Decisions, based on academic achievement, are made by the dean of enrollment management.

To apply for the scholarship, a student must apply for admission to the University. Eligible University applicants are contacted by the dean of enrollment management. The deadline for consideration is February 1.

Tony Topolski Memorial Scholarship Fund (C)

The Tony Topolski Memorial Scholarship, in the amount of $500, is awarded annually to a sociology major with junior standing who indicates through scholarship and involvement in community activity a strong commitment to the pursuit of social justice and social change. Students must apply to the Scholarship Committee made up of the Sociology Department and a member of the Topolski family by May 1 with a brief essay describing their qualifications. This scholarship is renewable. For more information contact the Sociology Department.

Trinity Transport Scholarship (C)

The Trinity Transport Scholarship, in the amount of $2,500, is awarded to Perdue School of Business majors (juniors or seniors) on a competitive basis. The scholarship consists of a financial award and an internship in the transportation industry. Specific fields of interest/majors will be determined annually by Trinity Transport, Inc. Students must maintain a GPA of no less than a 3.0, but a 3.3 cumulative GPA is preferred. Eligible students must have the desire and ability to complete a 15 hour per academic week internship during the course of the semester they receive the scholarship. Each semester is 15 weeks in length. This scholarship is renewable for a $2,500 award so long as the previously noted criteria are maintained and the student expresses an interest in a career in the transportation industry.

Truitt Scholarship (F)

The Mary Ellen Taylor Truitt Scholarship is awarded to an entering freshman who has shown outstanding academic performance in high school, has excelled on the SAT and has established a record of participation and leadership in extracurricular activities. Minimum credentials for consideration are a combined score of 1880 on the SAT and a 3.30 academic high school record.

To apply for the scholarship a student must apply for admission to the University. Eligible University applicants are contacted by the dean of enrollment management. The deadline for consideration is February 1.

Information is available from the dean of enrollment management.

Lucy Tull Scholarship (B & T)

The Lucy Tull Scholarship provides funding for Maryland residents of Wicomico, Worcester and Somerset counties pursuing degrees in medically related fields.

Scholarships may include full funding for tuition, room, board, books and fees and are renewable throughout the student's undergraduate studies. Eligible students must demonstrate financial need using the federal financial aid application and enroll as full-time students at SU. Freshmen applicants, upperclass transfer students from Wor-Wic Community College and current Salisbury University students are eligible for consideration.

Candidates must major within the Henson School and pursue a career in biology-secondary education, chemistry-secondary education, medical laboratory science, nursing, pre-professional health track or respiratory therapy, however, priority is given to those studying nursing. Tull Scholarship recipients are not guaranteed acceptance into professional programs that require formal admission.

Scholarship applicants must submit a Tull Scholarship application and the FAFSA (www.fafsa.ed.gov) each year soon after January 1 so results will be available by the scholarship application deadline. Documents submitted by freshman and transfer applicants during the admissions process will be available to the Tull Scholarship Committee, whereas, SU academic transcripts will be reviewed for current SU students.

Tull Scholarship applications should be submitted to the advising services coordinator for the Henson School of Science and Technology. See SU's Web site for contact name and e-mail information.

The deadline for applications is March 1; however, applications are considered until all funds are committed. Notification of scholarship awards begins in March.

Washburn Scholarship (F)

The Kathryn Washburn Scholarship provides $1,000 to a student from Washington High School, Princess Anne, MD. Students must have been admitted to Salisbury University, have demonstrated financial need through the Free Application for Federal Student Aid and have evidenced high ability for academic achievement through the SAT.

The recipient is selected by the Admissions and Financial Aid offices. The deadline for consideration is February 1.

Carol Williamson Leadership Scholarship (C)

The Dr. Carol Williamson Leadership Scholarship was established by the Student Government Association to recognize a deserving full-time sophomore or junior who has demonstrated leadership potential through his or her campus involvement. Candidates must apply to the Student Government Association in the spring semester. Eligible applicants must have a minimum cumulative GPA of at least 3.0 and ample evidence of leadership skills and experiences.

Wood-Miller Scholarship (C)

This fund honors Ms. Wood's beloved professor, Dr. Leonard (Lee) Garigilano, and provides scholarships for current and future generations of students in the Seidel School of Education and Professional Studies at Salisbury University. This scholarship specifically targets those students who demonstrate financial need and express interest and possess aptitude for teaching math or science to the students of tomorrow. Awards are renewable for up to four years providing student(s) remain in good academic standing and continue their studies in teacher education.

Worcester County Scholarship (F)

This scholarship established by Charles R. and Martha N. Fulton is designed to aid in the recruitment, admission, retention and education of students who are graduates of the public high schools of Worcester County, Maryland. Preference shall be given to students with a minimum 3.0 grade point average who appear to have financial need. Continuation of the scholarship for three additional years is contingent upon full-time attendance and maintenance of a 3.0 grade point average. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipients each year. Decisions will be made by March 15.

Worcester County Teachers' Association Scholarship (C)

The Worcester County Teachers' Association provides an annual scholarship to a junior education major who is a graduate of a Worcester County public high school and who has earned a 2.75 (or higher) grade point average at Salisbury University. The Education Scholarships/Awards Committee selects recipients of scholarships in March for the following academic year. Information and online application is available on the Seidel School home page.

William H. Wroten Jr. Scholarship in History (C)

This $500 scholarship is awarded annually to a history undergraduate or graduate student, with a minimum cumulative GPA of 3.5 or higher, who has made a significant contribution to the study of the Colonial Eastern Shore. Established by the class of 1959, the award recognizes the long-standing service of Dr. Wroten as chair of the History Department. The recipient is selected by the Wroten Scholarship Committee. Information is available from the History Department.

GRADUATE SCHOLARSHIPS

Beta Gamma Sigma Scholarship

This $1,000 scholarship is awarded to a junior, senior or master's student. The chapter may select a current chapter member, an alumnus of the chapter or a student who will be invited to become a Beta Gamma Sigma member during the spring of the nominating year. Each chapter's scholarship recipient must complete the Beta Gamma Sigma scholarship application, including the required essay. Funding for this scholarship is from the Beta Gamma Sigma Society and the dean of the business school. Please see the Perdue School for details.

Rick Dudley Scholarship Fund for Graduate Students with Disabilities

The first Salisbury University Foundation, Inc. scholarship for graduate students, the Rick Dudley Scholarship Fund for Graduate Students with Disabilities, provides assistance for disabled scholars. This scholarship program is a continuation of the Dudley family's abiding faith in the power of education to change lives.

The Dudley Scholarship provides varying scholarship amounts to assist in a variety of situations. Full-time graduate students can receive $5,000 per year for up to three years; part-time graduate students enrolled in four to six credit hours per semester can receive $3,000 per year for up to four years; and part-time graduate students enrolled in three or fewer credit hours per semester can receive $1,500 per year for up to four years. Applicants must meet the requirements of acceptance into a graduate program at Salisbury University and remain enrolled and in good standing in a graduate program.

Provost's Learn Where You Work Grant for Maryland Eastern Shore Public School Teachers

To make professional development opportunities accessible to all teachers in Maryland Eastern Shore public schools, Salisbury University provides a grant to any teacher who is an out-of-state resident but is a full-time classroom teacher in a Maryland Eastern Shore public school. These grants reduce the cost of tuition to the in-state rate for any graduate course, provided the course is relevant to the teacher's professional duties.

Provost's Scholarship for Delmarva Graduate Nursing Students

These scholarships are awarded to residents of Delaware and the Eastern Shore of Virginia who are matriculated in the graduate nursing program. Scholarships are renewable for up to four years provided the student maintains good academic standing in the graduate nursing program. Students receive a scholarship in the amount of $250 per credit hour for each graduate credit hour applied toward their master' s degree in nursing.

William H. Wroten Jr. Scholarship in History

This $500 scholarship is awarded annually to a history undergraduate or graduate student, with a minimum cumulative GPA of 3.5 or higher, who has made a significant contribution to the study of the Colonial Eastern Shore. Established by the class of 1959, the award recognizes the long-standing service of Dr. Wroten as chair of the History Department. The recipient is selected by the Wroten Scholarship Committee. Information is available from the History Department.

Student Life

www.salisbury.edu/students

Committed to enhancing students' academic experiences, Salisbury University helps students succeed both in and out of the classroom by sponsoring programs and activities designed to support an introduction to university life, involvement in campus and classroom activities, and promote academic and interpersonal growth. By empowering all students to become active and successful members of the learning community, students are educated to:

- commit to academic achievement,
- lead healthy lifestyles,
- think critically and reflectively,
- appreciate individual and cultural differences,
- foster a positive balance between autonomy and interdependence,
- assume leadership roles, and
- act in a manner that best represents themselves and the University.

Instrumental in supporting these values are organizations such as the offices of Student Affairs, Admissions, Financial Aid, Registrar, Career Services, Student Counseling Services, Student Health Services, Guerrieri University Center, Multicultural Student Services, University Police, Campus Recreation, University Dining Services, Athletics and Campus Recreation, the New Student Experience program, Judicial Affairs, and Student Activities, Organizations and Leadership, and others.

STUDENT RIGHTS AND RESPONSIBILITIES

The University supports the development of an environment that enhances academic success and engenders campuswide respect for the rights of others through a broad spectrum of policies and procedures; some of these are included in the *University Catalog* and many appear in other University documents (see Appendix A). Students can fully support their participation in the University community by familiarizing themselves with the policies that describe their rights and responsibilities, found in the following publications:

Faculty Handbook
Office of Academic Affairs

Campus Crime and Personal Safety
University Police

Residence Hall Information Booklet
Office of Housing and Residence Life (available online)

Student-Athlete Handbook
Department of Intercollegiate Athletics

Code of Conduct
Office of the Vice President of Student Affairs

University Catalog
Office of Academic Affairs

University System of Maryland Policies
Office of Academic Affairs

PROGRAMS AND SERVICES

Air Force ROTC

Salisbury University students who desire to earn appointments as commissioned officers in the United States Air Force are afforded the opportunity to participate in the ROTC program through a cross-town agreement between the University of Delaware and Salisbury University. The selection and instruction of applicants is the full duty of the University of Delaware. Interested applicants should contact the Air Force ROTC Office at 302-831-2863 or visit www.udel.edu/afrotc/. On-campus questions can be referred to the Seidel School of Education and Professional Studies.

America Reads/America Counts Program

The America Reads/America Counts program provides qualified federal work-study students an opportunity to make a difference in the reading and math proficiency of kindergarten through fifth grade children in local schools. As tutors, federal work-study students receive a stipend for hours worked. This is an ideal opportunity for students who wish to pursue a career in education to gain hands-on teaching experience and to help elementary school students improve their reading and math skills.

Army ROTC

Salisbury University students who seek appointments as commissioned officers in the United States Army may participate in the Army ROTC program through a cross-town agreement between the University of Delaware and Salisbury University. The selection and instruction of applicants is the full duty of the University of Delaware. Instruction of this program is provided by ROTC personnel at off-campus locations. Transportation assistance is provided by Salisbury University. Interested applicants should contact the Army ROTC Office at 302-831-8213 or e-mail army-rotc@udel.edu. On-campus questions can be referred to the dean of the Seidel School of Education and Professional Studies.

Blackwell Library

Blackwell Library is at the center of the campus. Its resources include electronic books and journals, more than 100 online databases, unique materials such as film press kits and special collections such as the Les Callette Civil War Collection. The online system provides access to the holdings of and direct borrowing privileges from the other libraries of the University System of Maryland. The library lends laptops, provides accessibility equipment, has scores and a keyboard practice space, and a newly designed student presentation practice space.

Bookstore

The University Bookstore, located in the Commons building, provides students with textbooks, required supplies and much more. Textbooks are available approximately two weeks prior to the first day of classes. Books incorrectly purchased may be returned for the full purchase price prior to the end of business on the seventh day of classes, provided they are accompanied by a valid cash register receipt, are clean (unwritten in) and resalable. All returns are subject to the discretion of the management.

The bookstore caters to many of the students daily needs, carrying dorm items, school supplies, and general reading and reference books. Students are eligible to purchase computer software and hardware at educational prices and configured to run on the campus network. A wide variety of campus wear and gifts are offered to suit every taste. With proper identification, personal checks, VISA, MasterCard, American Express and Discover are accepted.

Campus Recreation

The Campus Recreation Office provides the entire University community the opportunity to participate in a variety of individual, dual and team events. These competitive and noncompetitive programs include conditioning, games, sports and outdoor activities that are offered on campus as well as in regional and wilderness settings. In addition to the fun of participating in a favorite activity or novel experience, players may improve physical fitness, increase skill levels, make lifelong friends and enhance ethical qualities—trust, cooperation, honest, objectivity, etc. These objectives are consistent with the University's educational mission.

A high level of skill is not a prerequisite for participation in any activity offered through the Campus Recreation Office. Therefore, all current students, faculty and staff members are urged to take part in both intramural events and sports club activities.

Additional information and a calendar of events can be obtained in the Campus Recreation Office located in Maggs Physical Activities Center or on the Web at www.salisbury.edu/campusrec/.

Intramural Sports

Competitive sports are a desirable part of a student's program of education. The Campus Recreation Office offers nearly 25 different intramural events throughout the academic year. These events are organized competitions among individuals and teams. Leagues and tournaments are scheduled for each intramural event, utilizing student supervision and student officials.

Intramural activities include five-on-five basketball, flag football, floor hockey, free throw contests, golf, NFL grid guessers, racquetball, sand volleyball, soccer, softball, tennis, three-on-three basketball, turkey trot, volleyball, walleyball, water polo, Earth Day 5K, three-point shoot-out and Turkey Trot 5K.

Sports Clubs

Sports clubs are a vital part of the campus recreation program and are designed to provide the University community with opportunities to participate in activities of special interest. Participation varies with trends and student leadership. Sports clubs include cheerleading, disc golf, field hockey, ice hockey, men's lacrosse, men's rugby, men's ultimate, men's volleyball, sailing, women's lacrosse, women's soccer, women's rugby and women's ultimate.

Recreational Facilities

Facilities available to all SU students include Maggs Physical Activities Center, Indoor Tennis Center and the University Fitness Club. These facilities offer strength training areas, cardiovascular fitness rooms, racquetball courts, indoor pool, gymnasia areas, indoor climbing walls, indoor and outdoor tennis courts, group fitness studio, and locker rooms. Outdoor facilities include playing fields and a track and field complex. A schedule of open times can be obtained in the Campus Recreation Office located in Maggs Physical Activities Center or by Web at www.salisbury.edu/campusrec/.

Center for Conflict Resolution

The Center for Conflict Resolution, located on the southwest corner of College and Camden avenues, provides the University and community with conflict resolution services and training. The center works with individuals and groups in conflict to build creative and self-sustaining solutions.

The center works in cooperation with the Conflict Analysis and Dispute Resolution Department to provide experiential learning opportunities to students in the University's academic major, minor and master's in conflict analysis and dispute resolution. The center acts as a clinic where students take classes, workshops and training in conflict analysis and dispute resolution. Students take practicum and internships through the center at locations both on and off campus. The center houses the student-run Campus Mediation Center that provides conflict resolution services to the student body. The center also provides support and use of its facilities to the Conflict Resolution Club.

In addition, the center has a research and evaluation wing that has received national recognition. The practice wing is composed of nationally recognized experts who work with center staff on large-scale conflict interventions worldwide. The center has a Community Mediation Initiative that provides the Salisbury community with free or low-cost mediation services and trainings in conflict resolution skills. Also housed in the center is the Bosserman Library, a private, non-lending library students and practitioners can examine, containing literature on social justice, peace studies and conflict resolution.

Center for Student Achievement

The Center for Student Achievement, Guerrieri University Center Room 213, provides students with a space to study and opportunities for academic enrichment. The center focuses on key academic support programs such as tutoring, supplemental instruction, study strategies and academic coaching.

The center offers an opportunity to develop skills that will enhance students' academic potential while at the University. Areas of focus include test taking, note taking, time management, study skills and organizational tools. Students are also welcome to meet with the staff on a one-to-one basis, allowing students the individualized attention they may seek in order to achieve success. Tutoring is available for 40 different courses. Supplemental instruction (SI) is an academic support program that targets traditionally difficult academic subjects. SI leaders support over 30 sections of SI each semester, providing peer facilitated study sessions that integrate "how to learn" with "what to learn." These collaborative learning strategies create an active learning environment and facilitate higher grades for those students who participate. At the center, students have access to study space, computers, Praxis preparatory exams, ALEKS math online modules, and information for scholarships, fellowships and many other academic enrichment programs.

In addition, the center also highlights students who have exemplified academic success in the classroom and demonstrate the ideal scholar at the University. Faculty and staff are asked to nominate candidates for the "Scholar Holler" and the students are featured in the campus newspaper, *The Flyer*. The center's Web site features upcoming events, academic deadlines and new features for the center.

Copy Center

The Copy Center provides quality, prompt, affordable copying and binding to all members of the University community. Guidance on appropriate use of copyrighted materials is available. Located in the basement of Holloway Hall (entrance facing Blackwell Library), the Copy Center employees can provide specific prices and services.

Counseling Center

The Counseling Center offers counseling, consultation and outreach programs that promote personal growth, psychological health and academic success. Counselors provide help for students who may experience issues such as adjustment to college life, low self esteem, eating disorders, loss/separation, sexual identity concerns, anxiety, depression and relationship concerns. Group counseling, individual counseling and crisis intervention are available. To supplement personal counseling sessions and group work, the center also has resource material on a variety of topics, as well as an extensive Web site.

Staff of the Counseling Center have degrees in counseling, psychology and social work, and have years of experience working with college students. Services are confidential. All services are free of charge.

The Counseling Center is located in the Guerrieri University Center Room 263. Hours of operation are 8 a.m.-5 p.m. Monday-Friday. All appointments may be made in person or by calling 410 543-6070. For after-hours emergencies, the Counseling Center may be reached through the University Police at 410 543-6222. To learn more visit www.salisbury.edu/counseling.

Dining Services

University Dining Services (UDS) provides various dining experiences for the convenience of students, faculty, staff and the campus community at large, and offers dining selections that are varied, creative and nutritionally sound. Dietary counseling is available through the staff registered dietitian. UDS provides financial support for students through work experience as well as paid internships in conjunction with academic studies.

The Commons, the hub of activity of Dining Services, offers many different services satisfying many different tastes. The Marketplace provides kiosk service with varied menus including Mexican, Italian, Asian, vegetarian and home-style cooking. The Bistro offers alternative dining at its finest with a varied menu and upscale desserts. Seating is available in five dining rooms as well as the Rotunda, a light-filled atrium. The special Festival of Foods dinners heighten the excellent daily bill of fare with specialty events.

The Gull's Nest and ECZ's, located in the Guerrieri University Center, specializes in food "to go." Open from 11 a.m.-11 p.m., Monday-Friday, and 5 p.m.-midnight, Saturday and Sunday; the Gull's Nest serves a specialized menu of sandwiches, burgers and salads. Dine in or take out!

Satellite dining locations are available in the TETC and Henson, Fulton and Perdue halls and afford a variety of items including sandwiches and salads. Open 7:30 a.m.-7:30 p.m., Monday-Thursday, and 7:30 a.m.-3 p.m. Friday.

Cool Beans Cyber Café, located in the Guerrieri University Center, is a modern coffee shop with computer connections. Serving Starbuck's coffee, fresh pastries, salads and sandwiches, the cafe provides eight computer stations so students can enjoy quality food and beverages while checking e-mail or working on papers. Open Monday-Thursday, 7:30 a.m.-midnight; Friday, 7:30 a.m.-11:30 p.m.; and Saturday-Sunday, noon-11:30 p.m., the cafe provides a modern, plush, relaxed and social atmosphere.

University Catering services to the campus community include everything from box meals to formal sit-down dinners. Catering also provides a work experience for students.

Guerrieri University Center

The Guerrieri University Center supports the mission of the University by helping create and sustain an ambience where all members of our community, and students in particular, are provided the opportunity, encouragement and support necessary to better realize their potential as individuals and scholars. The center provides myriad opportunities for students, as well as others, to realize the many dimensions of the University mission statement's core values of excellence, student-centeredness, learning, community, civic engagement and diversity.

Guerrieri University Center facilities include lounges; meeting rooms; Atrium Gallery; Career Services; Center for Student Achievement; Disability Support Services; Guerrieri University Center Office; Guerrieri University Center Information Desk; Commuter Connections; Off-Campus Housing Services; Multicultural Student Services; Spirituality Center and Meditation Room; Office of New Student Experience; Parent Programs; Office of Student Activities, Organizations and Leadership; Counseling Center; Vice President of Student Affairs Office; student radio station WXSU; student newspaper *The Flyer*; the University Writing Center; Cool Beans Cyber Café, ECZ Subs/Gull's Nest; computer labs; a game room and vending area. An automated teller machine (ATM) and DVD rental kiosk are conveniently located in the hallway near the north entrance.

Housing and Residence Life

Salisbury University does not have a residency requirement; however, 1,702 on-campus spaces are provided for undergraduate men and women. This represents approximately 21 percent of the undergraduate population. The Office of Housing and Residence Life provides students with high-quality facilities and living environments which support academic achievement and personal growth. The office places heavy emphasis on educating students regarding the rights and responsibilities associated with membership in the campus community. Professionally trained staff live and work in residence halls which provide residents with individualized assistance. Programs and activities of both a social and an educational nature are offered to complement the academic program.

On-campus housing is provided on a space-available basis to students who are matriculating for an undergraduate degree at the University and who are registering for 12 semester hours or more. Not eligible are students who have reached junior status (60 credits) and not achieved a minimum 2.0 GPA and students who have lived on campus for eight semesters already.

Additional information on facilities, services, regulations, assignment policies, etc. is included in the *Residence Hall Information* handbook, the housing contract and a variety of brochures published by the Housing Office. All are available upon request.

In addition to on-campus housing, SU partners with University Park to offer apartment-style accommodations to 888 students on the east side of campus.

Information Technology

The Department of Information Technology is located in the Teacher Education and Technology Center. Information Technology is responsible for the administrative computer system, the campus network and the residence hall network (ResNet). The GullNet administrative computing system is running on the PeopleSoft/Oracle suite of products. The campus network system provides GroupWise e-mail and Internet access across the campus, as well as access in the computing laboratories to many classroom/instructional software packages. Ten general purpose PC and MAC computer labs are located in the following buildings: Fulton Hall, Devilbiss Hall, Guerrieri Center, Henson Science Hall, Teacher Education and Technology Center and Blackwell Library. These labs provide a setting for instruction as well as open use to faculty and students. In addition, Information Technology provides personal high speed Internet access to all students living on campus and in the University Park housing facility. More information can be found at the IT Web site, www.salisbury.edu/camptech.

Intercollegiate Athletics

The Intercollegiate Athletics Program is administered by the director of athletics and the Athletic Advisory Committee. Funding for this program is provided by student athletics fees, athletics contest receipts and various fund-raising projects.

The Intercollegiate Athletics Program includes: fall - (men) cross country, football, soccer; (women) cross country, field hockey, soccer, volleyball; winter - (men) basketball, swimming; (women) basketball, swimming; spring - (men) baseball, lacrosse, tennis, indoor and outdoor track and field; (women) lacrosse, softball, and tennis.

Salisbury University is a member of the National Collegiate Athletic Association (NCAA) - Division III and holds conference affiliation in the Capital Athletic Conference (CAC), the Empire 8 Athletic Conference and the Eastern College Athletic Conference (ECAC).

Eligibility for Salisbury University student-athletes is based upon the National Collegiate Athletic Association's (NCAA) constitution and bylaws. The NCAA principles of sound academic standards for eligibility are based on the following criteria:

1. The student-athlete is admitted as a regularly matriculated, degree-seeking student in accordance with the regular, published University entrance requirements.
2. The student-athlete is in good academic standing as determined by the University faculty, in accordance with the standards applied to all students.
3. The student-athlete is enrolled in at least a minimum full-time program of studies and is making satisfactory progress toward graduation as determined by University regulations. The 12/24 credit hour rule is applied for eligibility.

Interpretation and the precise language of these principles as they apply to Salisbury University student-athletes are available from the Office of the Vice President of Student Affairs and the Department of Intercollegiate Athletics.

Nabb Research Center for Delmarva History and Culture

The Edward H. Nabb Research Center for Delmarva History and Culture at Salisbury University is a humanities research laboratory for University students that also fulfills the historical resource needs of a variety of community researchers in the region. Researchers frequent the Nabb Center for its enormous legacy of original sources providing information on demographic shifts, family relations, religious choices and social status. Distinctive photographic collections bring the Eastern Shore of the past to life, offering insights into its traditions, architecture and heritage. Extensive cartographic, newspaper and artifact collections reflecting the diversity of the Eastern Shore over time provide added educational resources. The Nabb Center provides educational seminars, lectures on historical topics, and exhibits showcasing the Shore's history and culture. In addition to its wide range of academic programming, the Nabb Center offers a variety of internships.

On-Campus Student Employment

Salisbury University employs over 1,000 undergraduate and graduate students every year. Employment opportunities are offered to students primarily to help defray University expenses. In addition, students enhance their academic pursuits by learning skills, responsibilities, habits, attitudes and processes associated with employment. The student work force is a viable addition to the University staff, enabling the institution to function efficiently on a daily basis.

Students selected for employment contract to work a maximum of 20 hours per week on campus. They are trained in their respective departments and are evaluated at the end of their contract period by their supervisors.

Career Services provides information regarding on-campus and off-campus employment.

PACE

The Institute for Public Affairs and Civic Engagement (PACE) is Salisbury University's institute for public policy, government and community relations, political activism, and civic engagement. PACE's competitive Presidential Citizen Scholar Program provides selected students a rigorous opportunity to immerse themselves in leadership training; internships; lectures by national, state and local leaders and politicians; and provides students volunteer opportunities to become engaged in the surrounding community. PACE, along with the Political Science Department, helps place students in government and non-profit organization internships. PACE also offers courses geared toward civic development and understanding the federal, local and state government. PACE is responsible for the campus voter registration drives, compiling the non-partisan Eastern Shore Voter Guide, and hosting and moderating local debates and elections. Students entering their junior year, if eligible, are invited by the President's Office to apply for the Presidential Citizen Scholar Program. Contact PACE at 410-677-5045.

Post Office

The campus post office, located on the ground floor of the Commons, offers full postal service from 8 a.m.- 5 p.m. Monday-Friday. Students pick up the combinations for their boxes at the window by presenting their campus identification cards.

Publications

Professional writers, editors and graphic designers are available to assist the campus community with their publications needs for University-sponsored activities. For a small fee, design services are available for the production of t-shirts, give-aways, brochures, newsletters, posters, programs, etc. Pending office workload, students can print from disk or hard copy on the office's color copier (price varies with job complexity). Both PC and Macintosh formats are supported. Guidance on appropriate use of copyrighted materials is available. It is University policy that all materials that may be viewed by an off-campus audience must be created and/or approved through Publications, located in Holloway Hall Room 271.

Public Relations

Professional writers and media and public relations experts are available to assist students with promotion of significant achievements and campus-sponsored, community-oriented activities. Free media services include press releases, public service announcements, calendar listings, contacts, etc. It is University policy that all contact with off-campus media and public relations professionals come through the Public Relations Office, located in Holloway Hall Room 140.

Scarborough Student Leadership Center

In 1998, J. Michael Scarborough, SU alumnus and president and CEO of The Scarborough Group, Inc., pledged $800,000 to build a student leadership center on the campus of SU to serve as a focal point for the activities of both social and honorary Greek organizations on the campus, while nurturing the highest aspirations of these organizations: service, scholarship and leadership

The Scarborough Student Leadership Center brings together fraternities and sororities, academic honor societies and leadership programs under one roof. The facility houses offices for student organizations, meeting rooms and a Leadership Library. Student activities that take place in the building include club meetings, induction ceremonies, leadership workshop series, regional leadership conference, leadership retreat, and faculty, staff and student meetings.

Student Activities, Organizations and Leadership

Participation in co-curricular activities is a vital part of students' education and college experiences. The Office of Student Activities, Organizations and Leadership's (OSA&L) mission is to engage students in developing a personal philosophy of leadership that includes understanding self, others and community. The leadership development program is multifaceted, the goals are to: recognize every member of the community as a potential leader; to provide students opportunities to practice leadership; and to empower students to understand and realize their civic responsibilities. The office is a constant support network for students interested in the over 130 student organizations at SU, and assists students in forming new organizations.

SU's diverse organizations range from departmental clubs, such as the Education and History clubs, to student publications like *The Flyer* newspaper and *Mid-Atlantic Review* literary magazine. There are also sports and special interest clubs, religious organizations and active student radio and television stations. Students have their own governing body in the Student Government Association and many different types of professional entertainment are provided by the Student Organization for Activity Planning (SOAP). The growing Greek system gives students the opportunity to consider membership in one of seven national fraternities or four national sororities.

Student Affairs

The Office of Student Affairs provides a variety of programs and services which complement the academic mission of the University and create opportunities for personal growth. Student services include Counseling Services, Career Services, Student Health Services, University Police, Guerrieri University Center, Housing and Residence Life, Student Activities and Organizations, Campus Recreation and Athletics, Multicultural Student Services, and New Student Orientation.

Student Health Services

Recognizing that optimum health is essential to effective learning, the University maintains a health service available to all students. Full-time, part-time, undergraduate, graduate, and students enrolled in special programs such as Fall Fusion and the English Language Institute are eligibel for services. Student Health Services, located in Holloway Hall Room 180 (in the south end of the building across from the library), provides confidential treatment of illness and injuries through a well-equipped facility. The professional staff includes five certified, experienced nurse practitioners and a registered nurse. Physician services are provided by Emergency Service Associates, a group of emergency room physicians, all board certified. Student Health Services is fully accredited by the Accreditation Association for Ambulatory Healthcare.

Prior to treatment in Student Health Services, all students are required to complete an online medical history. Immunization requirements and recommendations are outlined, and hard copies must be submitted for required vaccinations. Instructions for submission are located in the student's GullNet account.

The University assumes no financial responsibility for student care other than that provided by Student Health Services. Students pay a $10 patient visit fee, payable by check, cash or GullCard. A full fee schedule for additional services is available on the Student Health Services Web site, www.salisbury.edu/health. Students are encouraged to carry their own health insurance since the University is not legally responsible for accidents, injuries or illnesses for which care outside of Student Health Services becomes necessary. Students and families seeking information about health insurance programs can find resources on the Student Health Services Web site as well as from independent brokers.

In addition to clinical services, a wide range of co-curricular health promotion and educational outreach programs are provided in a variety of campus settings. Students are engaged in becoming involved in decisions regarding their own healthcare and well-being and making healthy lifestyle choices.

The office is open administratively from 8 a.m.-5 p.m. Monday-Friday. Patient hours are Monday-Tuesday and Thursday-Friday, 8:30 a.m.-4:30 p.m. and Wednesday, 9 a.m.-4:30 p.m. All patients are seen by appointment, which can be made through the student's GullNet account, by calling Student Health Services at 410-543-6262 or by visiting Student Health Services in Holloway Hall Room 180.

Telecommunications

The Telecommunications Office handles all facets of the campus telephone system. Each residence hall room is equipped with a telephone jack enabling residents to contact other rooms on campus and to receive incoming calls. Students must provide their own phones. In order to place off-campus calls, students must activate an authorization code account with the Telecommunications Office. The office, located in Bateman Street Building 1, Room 104, is open Monday-Friday, 8 a.m.-5 p.m.

University Police

The Office of University Police, located in the East Campus Complex, can be contacted 24 hours a day. University Police services include investigation of crimes and incidents on campus, response to emergencies, vehicle registration and parking enforcement, lost and found, and physical security of buildings.

This office annually publishes campus crime statistics. Copies and crime prevention materials are available upon request. The University Police Web site is www.salisbury.edu/police.

Veteran Affairs

The Veterans Affairs Office aids veterans, eligible dependents and survivors of veterans, and active duty military personnel in obtaining benefits and services for which they may be qualified through the Montgomery G.I. Bill, Serviceman's Opportunity College and other U.S. government programs geared toward veterans and current military personnel. Veterans Affairs personnel can assist with the application and certification processes for relevant counseling, financial assistance, vocational rehabilitation and work-study programs, and with the awarding of experiential credit. The Veterans Affairs Office is located within the Registrar's Office.

Volunteer Center

The SU Volunteer Center is committed to serving the community and University by offering meaningful connections between students who care and organizations in need. The center is dedicated to promoting lifelong values of commitment to service and civic engagement, encouraging awareness of community needs and facilitating service opportunities to address those needs.

The center's goals include:

1. Connect interested students to community needs
2. Develop collaborative linkages within the University and across the community
3. Facilitate student development and careers through leadership and service
4. Empower regional growth by offering student resources to assist in community transformation

There is a strong Web presence (www.salisbury.edu/volunteer) to facilitate the ability of students to locate and sign-up for volunteer activities and for non-profit agencies to post their needs.

Web Development

The Web Development Office provides support and training in the ongoing maintenance, development and enhancement of the University's Web site in close coordination with the University's mission and goals. To read frequently asked questions, learn more about the SU online template or place an online Web work request visit www.salisbury.edu/weboffice.

Honors and Recognitions

www.salisbury.edu/academic

OUTSTANDING ACADEMIC ACHIEVEMENT

The University recognizes students who have demonstrated outstanding achievement through:

Celebration of University Leadership Awards Show

Each year the Office of Student Activities, Organizations and Leadership works with the Student Government Association to provide the Celebration of University Leadership Awards Show, a semiformal awards presentation designed to recognize the time, effort and service student leaders offer to the University community.

Dean's List

Compiled and issued each semester by the school deans' offices, the Dean's List is composed of matriculated students who have at least 12 semester hours with grades of A, B or C with a grade point average of 3.5 or higher for the semester. Students so honored receive a certificate and have their names entered on the Dean's List.

Honors Convocation

Each spring semester, an Honors Convocation recognizes students who have made outstanding contributions to campus life and who have distinguished themselves academically. High-achieving students are presented with the following awards:

Achievement Key Award

The Achievement Key Award is given by the Honors Convocation Committee of the faculty on the basis of outstanding scholarship and campus service. Junior and senior students are eligible for nomination if they have completed 18 credit hours or more during the preceding two semesters and have earned a 3.6 grade point average or higher for each of these two semesters. Students who receive the Campus Life Award may not simultaneously receive the Achievement Key Award.

Art Department Alumni Recognition Award

This award is given to an art student or students in honor of an alumnus that the Department of Art chooses to recognize.

Art Department Meritorious Award

Art faculty select one or more full- or part-time students who have completed a minimum of 30 semester hours at SU and have submitted a portfolio and written statements about their work or art-related achievements.

Art Department Student Assistantship Award

This award is presented annually to rising junior or senior art major or liberal studies major who demonstrate excellence in one of the art tracks, maintains an overall grade point average of at least 3.0 or better and receives a recommendation from one of the Department of Art faculty members,or the director of University Galleries or the dean of the Fulton School of Liberal Arts. The award is meant to assist full-time art major or liberal studies-art major pursuing a Bachelor of Art or a Bachelor of Fine Arts in art.

Outstanding Senior Student Athletic Trainer Award

Sponsored by Peninsula Orthopedic Associates, Inc., this award is given to a graduating senior seeking certification as an athletic trainer who has shown exemplary performance in four categories: scholarship, clinical experience, extracurricular activities in athletic training and involvement in non-athletic training related extracurricular activities.

Thomas E. Bellavance Honors Program Award

The Thomas E. Bellavance Honors Program Awards are given each year to students who have been active participants in the Bellavance Honors Program and who have maintained the highest overall grade point averages of all honors students.

Richard Bernstein Achievement Awards for Excellence

The Richard Bernstein Achievement Awards are presented annually to outstanding students from across the University who have demonstrated entrepreneurial behavior. Selection is based on a broad set of criteria, including evidence of appreciation for American capitalism, leadership, organizational abilities, creativity, self-initiative and commitment.

Biology Faculty Award

The Biology Faculty Award is presented annually to one or more graduating biology majors who have displayed outstanding leadership and service to the Biology Department in addition to having maintained academic excellence.

Board of Regents Outstanding Scholar Award

This award is given in recognition of outstanding ability demonstrated by scholarly work. The recipient must be a Maryland resident of junior status, have a cumulative grade point average of 3.5 and must be actively involved in the Honors Program.

School of Business Outstanding Senior Award

Each year the Franklin P. Perdue School of Business presents awards to senior students from each major/concentration area. These non-monetary awards are based on outstanding academic performance and input from faculty in each area of concentration.

Campus Life Award

Campus Life awards are granted by the University Honors Convocation Committee of the faculty to undergraduate students who have made outstanding contributions to campus life. Students are eligible for nomination on the basis of a 2.6 cumulative average and completion of 18 credit hours or more for the two preceding semesters. This award is limited to not more than 1 percent of the student body. Any recipient of the Achievement Key may not simultaneously receive this award.

Caruthers Memorial Fund Award

The Caruthers Memorial Fund Award is awarded to a junior or senior education major who evidences academic scholarship, leadership skills, involvement in campus and community activities, and shows promise of becoming an outstanding teacher.

Junior Chemistry Scholar Award

This scholarship recognizes a junior-level chemistry major for scholastic achievement and demonstrated potential for a career in chemistry.

Diana Marie Clayton Memorial Award

This award is given in memory of Diana Marie Clayton in recognition of enthusiasm, dedication and academic performance demonstrated in the study of professional nursing.

Delmarva Chapter, Institute of Management Accountants Award

The Institute of Management Accountants Award is an unencumbered gift to an outstanding senior in accounting and is based on academic performance, leadership, and involvement in campus and community activities.

Delta Kappa Gamma Society, Beta Chapter Award

This award is presented by the Beta Chapter of Delta Kappa Gamma Society to an outstanding woman student teacher who best exemplifies the fine qualities and characteristics of the profession.

Distinguished Computer Science Student Award

Presented annually to computer science students who have been recognized by a consensus of full-time faculty in the Department of Mathematics and Computer Science for demonstrating outstanding computer science expertise.

Robert Elderdice Memorial Award

In memory of his interest in and love of American literature, the family of Robert Elderdice has provided this annual award to a promising undergraduate English major who has expressed a special interest in pursuing the study of American literature.

Eugene D. Farace Outstanding Senior Award in Geography

This award is presented to a graduating geography major who has achieved at least a 3.5 grade point average in geography, has given exceptional service to the department and has developed well-defined professional goals.

Fondes Outstanding Graduating Senior Nursing Award

This award provides a meaningful memorial to Tabitha Parker Fondes. It recognizes an outstanding graduating senior nursing major who demonstrates high academic standards, clinical excellence and leadership qualities.

Fulton School of Liberal Arts Permanent Collection Award

Monetary award given annually in recognition of an outstanding senior art student. The selected piece created by this individual will become part of the Fulton School of Liberal Arts permanent art collection.

Geographic Society Award

This award is given to students who have consistently displayed scholarship and interest in the study of geography. To be eligible students must have a minimum 3.25 grade point average in geography and must have completed at least 15 semester hours in this discipline. In addition, students must currently be enrolled in a geography course and hold membership in the Geographic Society.

James F. Glenn Memorial Award in Chemistry

The James F. Glenn Memorial Award in Chemistry is presented annually by the Department of Chemistry for academic excellence and future promise in the field of chemistry.

Guerrieri University Center Music Major Award

The Guerrieri University Center Music Major Award honors a degree-candidate music major who has demonstrated outstanding musicianship by exceptional recital performance and academic achievement.

Guerrieri University Center Scholar Athlete Award

Recognizes varsity intercollegiate athletics team members who have attained a cumulative grade point average of 3.0 or better and who have made outstanding contributions to team leadership.

History Department Scholastic Award

The History Department Award is presented to a graduating senior history major who has demonstrated outstanding scholastic ability and has provided substantial leadership for the many student activities sponsored by the History Department.

Khazeh Family Distinguished Senior Awards

Awarded annually in honor of Dr. Kashi Khazeh's parents to recognize two distinguished Perdue School graduating seniors, one in finance and one in international business. The recipients must have a minimum 3.33 cumulative grade point average as well as a minimum 3.55 grade point average in all bona fide finance/international business courses already completed. They must also have demonstrated leadership roles and have been involved in extracurricular activities. For full requirements visit www.salisbury.edu/perdue/studentservices/advising/scholarships.

Maryland Association of Certified Public Accountants Award

This award is presented annually to a junior who has demonstrated outstanding achievement in accounting, ranking in the top 10 percent of the class, and who has evidenced leadership or involvement in campus, community and professional activities.

Department of Mathematics and Computer Science Outstanding Service Award

The Mathematics and Computer Science Outstanding Service Award is given to a student who has been selected by consensus of the full-time faculty in the Department of Mathematics and Computer Science to have done the most to promote a mathematical environment at Salisbury University.

Anne H. Matthews Memorial Award

The Anne H. Matthews Memorial Award is presented to an education major in the junior class who shows promise of becoming a highly successful teacher.

Most Promising Mathematician Award

The Most Promising Mathematician Award is presented annually to math majors who have a 3.0 grade point average or higher and who have been judged by a consensus of full-time faculty in the department to show the most promise in mathematics.

Department of Music Award

This award is presented to a music or music education senior degree candidate who demonstrates musicianship through some outstanding performance contribution, superior academic achievement, and exemplification of superior personality and character traits.

National Dance Association Award

This award is given each year to an outstanding dance minor who demonstrates scholarship, participation, and leadership in dance. To be eligible, a student must possess a 3.0 overall grade point average and a 3.3 grade point average in dance courses, have completed at least 15 semester hours in the discipline, be currently enrolled in a dance course, and hold membership in the SU Dance Company.

Duane C. Nichols Memorial Scholarship Award

The Duane C. Nichols Memorial Scholarship Award is awarded to the graduating senior English major earning the highest honors in the discipline.

Outstanding Foreign Language Student Award

Presented to a graduating senior who has taken classes in at least two languages, who has shown academic excellence and who has actively participated in extra-curricular activities in the department.

Sallie Dryden Parker Memorial Award

The Sallie Dryden Parker Memorial Award is given for outstanding performance in film studies or for general contributions to the development of film consciousness on campus and in the Salisbury community.

Philosophy Department Outstanding Student Award

An award for excellence in philosophy is given each year to a student who has consistently demonstrated both the ability to master philosophical ideas and the willingness to engage in the kind of thoughtful reflection which the Philosophy Department seeks to foster.

Physical Education Excellence Award

The Physical Education Excellence Award is given to a junior or senior physical education major who has a minimum overall grade point average of 3.2, shows leadership ability and is committed to a career in physical education.

Excellence in Physics Award

Given to outstanding seniors who have demonstrated a high level of general academic achievement and excellence in physics.

Pi Gamma Mu Award

Awarded to the graduating senior or seniors who have maintained a grade point average in the social sciences of at least 3.1 and have been active in the local chapter of Pi Gamma Mu and in regional or national Pi Gamma Mu functions or conferences.

Psychology Department Award

This award is presented annually for academic achievement and outstanding contributions to the Psychology Department.

E. Pauline Riall Achievement Award

The E. Pauline Riall Achievement Award is presented annually by the School of Education and Professional Studies to an outstanding education major as selected by a faculty committee.

Salisbury Rotary International Club Award

The Salisbury Rotary International Club awards are presented to students in the Perdue School of Business who have demonstrated outstanding ability. Selection is based on resident status, academic performance and financial need.

John and Mary-Claire Roth Honors Thesis Prize

The John and Mary-Claire Roth Honors Thesis Prize is awarded annually to the Thomas E. Bellavance Honors Program student who is judged to have written the best honors thesis in the current year's graduating class.

Justin Y. Shen Memorial Award

This award is given in honor of Dr. Shen's selfless efforts on behalf of the University, the community and the scholarly world. To qualify for this award students must be of junior or senior class rank, political science majors, possess a 3.0 overall grade point average and a 3.25 grade point average in political science courses, and demonstrate leadership ability and a commitment to a career in politics or government.

Social Work Student of the Year Award

The Social Work Student of the Year Award is based upon academic achievement, leadership and service to the University and community.

Walter C. Thurston Memorial Award

The Walter C. Thurston Memorial Award is sponsored annually by the Salisbury Exchange Club for a full-time art major who has completed a minimum of three photography courses at SU with a "B" average. The Art Department faculty reviews all applicant portfolios and written comments of those students whose careers will involve photography in some manner.

Undergraduate Nursing Achievement Award

These awards are presented to the graduating seniors with the highest grade point averages. When a significant proportion of the class is comprised of registered nurse students, an additional award is given to the registered nurse student with the highest grade point average.

Whall Honors Award for Writing Excellence

The Bellavance Honors Program recognizes one or more distinguished first-year Honors student(s) who are in good standing in the Honors Program and who excel in writing skills.

Wilcomb E. Washburn Student Prize in History

This prize is presented annually at convocation by the Edward H. Nabb Research Center for Delmarva History and Culture to a full-time student of junior or senior class rank who has demonstrated superior primary research competence on a topic concerned with Delmarva history. Applicants will have a minimum grade point average of 3.0 and will have used the Nabb Research Center in their research.

Who's Who Among Students in American Universities and Colleges

Who's Who Among Students in American Universities and Colleges has a half-century tradition as one of the most highly regarded and long-standing honors in the nation for upper-class and graduate students.

Currently Who's Who awards are given annually at 1,000 higher education institutions in all 50 states and the District of Columbia. Criteria used by the selection committee include scholarship, participation and leadership in academic, community, athletics and extracurricular activities.

Joanne Young Award in Theatre

The Joanne Grant Scholarship in Theatre Award is given annually to two students who have demonstrated hard work, dependability and dedication to the art and craft of theatre.

ACADEMIC HONOR SOCIETIES

Alpha Sigma Lambda

Alpha Sigma Lambda, established in 1992, is the honor society for adult learners. According to national guidelines, invitation to ASL is based on academic performance, age 25 years or older, four semester part-time and two semester full-time residency at SU and completion of 30 credit hours (15 of which must be outside a student's major). Eligible students are notified each spring semester.

Beta Alpha Psi

As the premier professional business and financial information fraternity, Beta Alpha Psi recognizes academic excellence and complements members' formal education by providing interaction among students, faculty and professionals, and fosters life-long growth, service and ethical conduct. Scholars in these fields are recognized by achieving a 3.0 overall grade point average.

Beta Beta Beta

The purpose of Beta Beta Beta Biological Honor Society is to function as an honor and professional society for students of the biological sciences. Its activities shall be designed to stimulate interest, scholarly attainment and investigation in the biological sciences and to promote the dissemination of information and new interpretations among students of the life sciences.

Beta Gamma Sigma

The mission of Beta Gamma Sigma is to encourage and honor academic achievement and personal excellence in the study and practice of business. It is the only scholastic honor society recognized by the International Association of Management Education (AACSB). Membership is open to both M.B.A. students and undergraduate students with a major in accounting, business administration or management information systems who are tapped by the Perdue School of Business. To be tapped, undergraduate students in their junior year must be in the top 7 percent of their class or seniors in the top 10 percent of their class. M.B.A. students must be in the top 20 percent of their class. Of approximately 300,000 students receiving M.B.A. accounting, business administration or management information systems degrees nationally in any given year, approximately 15,000 are tapped for membership in Beta Gamma Sigma.

Gamma Theta Upsilon

The Zeta Eta chapter of Gamma Theta Upsilon, an international honor society in geography, was established at SU in 1980 to recognize scholarly achievement and to foster professional growth and geographic research. Junior or senior geography majors are eligible for membership by completing at least 18 credit hours of geography with a minimum grade point average of 3.25 and an overall grade point average of 3.0. Notification of eligibility is given by the organization to prospective members .

Honors Student Association

The purpose of the Honors Student Association is to provide students with cultural, intellectual and social activities outside of the classroom setting and to promote community service. The group also serves as a liaison between students enrolled in the Bellavance Honors Program and the Honors Program Committee. It makes recommendations for honors course offerings and advises the committee on matters relating to program requirements and changes.

Kappa Delta Pi

The Rho Eta chapter of Kappa Delta Pi promotes excellence in and recognizes outstanding contributions to education. This honor society endeavors to maintain a high degree of professional fellowship and growth among its members. Qualifications for membership are academic achievement and leadership in education.

Lambda Beta Honor Society for Respiratory Care

The Lambda Beta Honor Society for Respiratory Care at SU was formed to bring together those who are interested in a career in respiratory care. The purpose of the honor society is to promote, recognize and honor scholarship, achievement, service and character of students, graduates and faculty members of the SU Respiratory Therapy Program. Junior and senior student members are available to mentor those wishing to pursue a career in respiratory care. Students will be invited to become members of the SU chapter of Lambda Beta after completing the first semester as a respiratory major with a GPA of 3.0. Students in the top 25 percent of their class will be inducted into the national level of Lambda Beta during the spring semester of their senior year.

Lambda Iota Tau

Lambda Iota Tau is an honor society designed to recognize English majors who have achieved scholastic excellence. The Delta Psi chapter of Lambda Iota Tau was chartered in July 1976 and has inducted members every year since. To qualify, English majors must earn 55 or more credit hours at SU, attain at least a 3.1 grade point average in 12 or more hours of literature a English, and maintain at least a 3.0 cumulative grade point average. Those majors meeting such qualifications will be invited to submit initiation papers. Those whose papers meet chapter standards will become members of Lambda Iota Tau.

Lambda Pi Eta

Lambda Pi Eta is the official undergraduate communications honor society of the National Communication Association. Its purpose is to recognize, foster and reward outstanding scholastic achievement, stimulate interest in the field of communication studies, and to promote and encourage professional development among communication majors.

Omicron Delta Kappa

Omicron Delta Kappa is a national leadership honor society for college students that recognize and encourage superior scholarship, leadership, and exemplary character. The society also recognizes achievement in athletics, campus or community service, social and religious activities, speech and the mass media and the creative and performing arts.

Phi Alpha

The Chi Eta chapter of the social work honor society encourages high scholastic attainment, provides a closer bond among students of social work and promotes humanitarian goals and ideas.

Phi Alpha Theta

The Eta Iota chapter of Phi Alpha Theta international honor society in history was established in 1959 to serve the needs of those students who have maintained a high scholastic average and who are interested in the further study and teaching of history. Membership is restricted to juniors and seniors. Notification of eligibility is given by the organization.

Phi Epsilon Kappa

The Epsilon Theta chapter of the Phi Epsilon Kappa Physical Education Honors Fraternity is an organization dedicated to improve the recognition of physical education and interests of the profession in an academic community.

Phi Eta Sigma

Phi Eta Sigma is a national honor society whose goal is to encourage and reward academic excellence among freshmen in institutions of higher learning. Freshmen are invited to join if their cumulative grade point average at the end of the fall or spring semester of their first year is 3.6 or higher. Membership is recognition of personal accomplishment and serves as an incentive for continued high scholarship. It provides members the opportunity to meet freshmen scholars from all academic disciplines and to join them in promoting academic excellence. Members may apply for scholarships available from national and local chapters.

Phi Kappa Phi

Phi Kappa Phi is an international honor society with a local chapter on the SU campus. It fosters and recognizes outstanding scholarship in students from all areas of instruction. It is the only honor society which moves across the lines that traditionally separate the diverse academic disciplines. Juniors and seniors invited to membership must rank in the upper brackets of their graduating class. Those eligible for induction are notified during the academic year.

Phi Sigma Tau

The Maryland Zeta chapter of Phi Sigma Tau, an international honor society in philosophy, considers its organization instrumental in the day-to-day existence of the University. It serves as a means for developing and honoring academic excellence as well as philosophical interest. In addition to providing a means of awarding distinction to students having high scholarship and interest in philosophy, the society also promotes interest in philosophy among the general collegiate public. The society gives notification of eligibility.

Pi Gamma Mu

Pi Gamma Mu is an international honor society in the social sciences. To qualify for membership, a student must be a junior, senior or graduate student in the upper 35 percent of the class; have at least 20 semester hours in one or more of the five core areas (economics, history, international relations, political science, sociology/anthropology) and in some other social science disciplines such as social psychology, criminal justice or human geography; and have a GPA of a B or better. Membership and leadership in the collegiate chapter are shared equally between faculty and students. Pi Gamma Mu gives recognition to good scholarship and actively promotes it all year long through enriching activities, service projects, a scholarship program and a lectureship program.

Pi Sigma Alpha

The Pi Xi chapter of Pi Sigma Alpha, a national honor society in political science, was established in 1987 to recognize the scholarly achievement of outstanding political science students. To qualify for membership, a student must complete 18 hours of political science courses, be a junior or senior, have a 3.0 overall grade point average and have a 3.25 grade point average in political science courses.

Psi Chi

Psi Chi, a national honor society in psychology, was founded in 1929. The Salisbury chapter was established in 1974 to advance the science of psychology and to encourage, stimulate and maintain scholarship of its members in all fields, particularly psychology. The requirements for membership in Psi Chi start with the completion of 12 semester hours in psychology and satisfying grade point requirements.

Sigma Delta Pi

Sigma Delta Pi is the largest foreign language honor society in existence and is accredited by the Association of College Honor Societies. To become a member, a student must have completed three years of college-level Spanish, including at least three semester hours in Hispanic literature or Hispanic culture with a minimal grade point average of 3.0 in all Spanish courses and a cumulative grade point average of 3.0.

Sigma Iota Epsilon

Sigma Iota Epsilon is a national honorary and professional fraternity affiliated with the Academy of Management. The Epsilon Pi chapter recognizes achievement in management scholarship and professional development. Scholars majoring in a management field are recognized by achieving a 3.3 overall grade point average. Professional recognition can be achieved through a combination of management study, development activities approved by the chapter and grade point average./

Sigma Theta Tau

Sigma Theta Tau, the international nursing honor society, recognizes excellence in scholarship, leadership and research in nursing. To qualify for membership in SU's Lambda Eta chapter, an undergraduate student must have completed one-half of the nursing curriculum, rank in the upper 35 percent of the graduating class and demonstrate potential for or achievement in nursing leadership. A graduate student is required to have a 3.5 GPA, to have completed one-fourth of the program of study and have potential for leadership in the nursing profession.

Undergraduate New Student Experience

www.salisbury.edu/newstudexp

The University's New Student Experience program is designed to help new undergraduate students achieve success in college. It has nine equally important components:

▸ University Visits

For high school students, and for college students considering transferring, deciding on a college requires comprehensive information about that college's campus, faculty, staff, students and programs. SU provides this opportunity at its Saturday open houses and information sessions held throughout the academic year. Prospective students also may learn about the University during weekday visits arranged through the Admissions Office. Students are encouraged to register online in advance for visit programs.

▸ Preview (Course Registration)

All new students come to campus for one day in the summer or winter and participate in discussions on campus life, academic and career planning, and registration for fall or spring semesters. Information is provided about financial aid, dining services, housing and residence life, parking, and student activities, organizations and leadership.

▸ New Student Outdoor Programs

All new students with fewer than 24 credits are invited to participate in an outdoor experience program with their incoming peers, upper-class student leaders, faculty and staff. These special programs provide students the opportunity to build lasting friendships, initiate self discovery, learn about SU and have a truly unique experience before the first day of classes even begins. The program is optional, but students are highly encouraged to participate.

▸ New Student Orientation (Fall and Spring Semesters)

All new students and transfer students with fewer than 24 credits attend academic and social events that are planned exclusively for them prior to returning student move-in. Students and family members are formally welcomed by the president, provost, Student Affairs Office staff members and the president of the Student Government Association. A signing-in ceremony takes place where students sign a class register that forever places them in the history of that class. A Family Farewell Reception is provided to give family members an opportunity to mingle with their students, faculty and staff prior to their leaving. Academic and social opportunities are provided for students.

▸ Fall Convocation

Fall Convocation marks the beginning of each academic year. Music, the procession of the faculty in academic regalia and a special address by a faculty member mark this traditional ceremony designed to encourage new students to reflect on the meaning of a college education and the challenges facing them.

▸ New Student Reader

The New Student Reader program is designed to provide a common experience for incoming students, to enhance participation in the intellectual life of the campus through stimulating discussion and critical thinking around a current topic, and to encourage a sense of community between students, faculty and staff.

▸ Welcome Week

The Office of Student Activities, Organizations and Leadership seeks to provide events that will allow new and current students an opportunity to become involved with campus life, complement the classroom experience with co-curricular activities and aid in forming relationships with the students.

▸ Family Weekend

Family Weekend is planned for the families of new and returning students. Held early in the fall semester, this event provides family members an opportunity to visit the campus, meet with professors and staff, sit in on class sessions typical of the University's course offerings, and attend special events in order to observe firsthand the transition new students make to University life.

▸ Honors Convocation

Each year during the spring semester, an Honors Convocation is held. At this event, public recognition is given to students who have made outstanding contributions to campus life and who have distinguished themselves academically. Information on all awards is available from the Office of the Vice President of Student Affairs.

Registration and Student Records

www.salisbury.edu/registrar

For information on graduate registration refer to the Graduate Student Information section of this catalog, Page 16.

REGISTRAR'S OFFICE

The Registrar's Office, located in Holloway Hall, handles registration for all credit-bearing courses offered by the University and maintains student biographical and academic records. The office publishes online and regularly updates a comprehensive academic calendar, registration procedures, a complete list of course offerings, and other materials pertinent to the advisement and registration process for the upcoming term.

REGISTRATION

General Information

To receive academic credit for a course, a student must be officially registered for the course during the term in which the work is done. Normally, students are not allowed to enroll in any new coursework after the first week of classes. The University reserves the right to discontinue any under-enrolled courses or course sections.

Academic Advisors

Academic advisors provide students with pertinent information about their majors and assist in planning their programs of study. Once students have selected their majors, they are assigned faculty advisors in their major departments. Students declaring undecided as their major are assigned advisors by the Office of Academic Affairs. Students are encouraged to make an appointment with their faculty advisors early in the semester to discuss their programs and goals. Students must confer with their assigned academic advisors regarding course selection, requirements and other academic matters prior to registration each semester.

University System of Maryland Inter-Institutional Registration Program

The Inter-Institutional Registration Program at Salisbury University is designed to foster an interchange of students between Salisbury University (the home institution), University of Maryland Eastern Shore (the host institution) and the other University System of Maryland institutions. Students wishing to participate in this program must first seek approval from both institutions through an Inter-Institutional Registration form available from the Registrar's Office. Enrollment is based on a space-available basis. Students are expected to have met the prerequisites and other criteria set for screened or restricted programs of study.

Interested students must have a combined semester course load enrollment at both institutions of at least 12 credits, and at least six of the credits must be taken at Salisbury University. SU students pay full-rime tuition and fees to Salisbury University and may be assessed additional fees by the host institution. The grades and credits earned in applicable courses taken through inter-institutional registration will be considered as resident credit and, therefore, will be included in the calculation of semester and cumulative totals on SU records. Students must follow the course withdrawal deadlines of the host institution. Special permits, parking and other fees at the host institution will be billed by the host institution and are the responsibility of the student electing to participate in the program. For additional information, contact the SU Registrar's Office.

Registration

Matriculated freshmen enrolling for the fall semester participate in an organized advisement and registration session during the summer orientation program. An abbreviated program is provided for matriculated transfer students entering for the fall semester, and all matriculated new students entering for the spring semester.

For current students, Program Planning is held mid-semester in the spring and fall. Students are responsible for establishing advisement appointments with their faculty advisor. Once they have received approval from their advisor, students will register via self service on their GullNet account at assigned appointment times.

Non-matriculated students may register for fall and spring semester courses during the time periods indicated in the academic calendar.

Summer and winter term registrations for all students occur during the preregistration/program planning period and at designated times prior to the start of classes.

Drop/Add Period

Students may adjust their course schedules during the drop/add period which takes place during the first week of classes, for courses that meet two or more days per week. The period is extended through the second meeting for courses that meet one day per week. Courses that are officially dropped during this period do not appear on the student's permanent academic record.

Ghost Policy

(Revised fall 2008)

During the drop/add period of spring and fall semesters, an instructor may drop a student from a course roster under the following circumstances:

a) The student misses two consecutive class sessions of a course that meets at least twice during the drop/add periods and fails to notify the instructor of his/her desire to remain in the course.
b) The student misses the first class session of a course that meets only once during the drop/add period and fails to notify the instructor of his/her desire to remain in the course.

During the drop/add period of the winter, summer I and summer II sessions, an instructor may drop from a course roster any student who misses the first class session of the term and fails to notify the instructor of his/her desire to remain in the course.

Instructors initiate this "Ghost Policy" by notifying the Registrar's Office in writing of students who are dropped from a roster. This written notification must include the student's name and SU identification number as well as the course name and number, its section number and the department in which the course is taught.

Deregistration from Full Classes

During the drop/add period, instructors of courses that have reached maximum enrollment may drop from their rosters students who miss two consecutive class sessions during the drop/add period and who fail to notify instructors that they wish to remain in the course from which they have been absent. Deregistrations are performed to allow other students access to filled courses.

Late Registration

Students registering during the drop/add period will be assessed a late registration fee. Previously registered students who add classes to their schedule must pay any additional tuition and/or fee charges immediately. Students will be assessed a late payment fee for payments received after the drop/add period, which are not part of a previously established payment plan.

Schedule Adjustment Period

After the drop/add period students may officially withdraw from any course during the schedule adjustment period and receive a grade of W. This period extends until the Friday of the ninth week of the semester. Students may not withdraw from individual courses after the schedule adjustment period.

Graduate Credit During Senior Year

Salisbury University undergraduates within nine semester hours of completing requirements for the baccalaureate degree, who have a cumulative GPA of at least 2.75 (3.25 in business), may register for graduate credit to be taken concurrently with the remaining courses in the baccalaureate program, providing they have obtained prior authorization from the appropriate graduate program director on the Application for Graduate Credit in Senior Year form (there is no fee for this form) and space available in the class. Students within six hours of the baccalaureate degree may enroll in up to six hours of graduate credit. Those within seven to nine hours of the bachelors may take up to three graduate credits. Graduate coursework taken under this arrangement cannot be applied to the undergraduate degree program and will be billed at the graduate credit rate in addition to the undergraduate costs.

Declaration/Change of Major

The University encourages undergraduates to seek guidance from professionals within their fields of interest by recommending that they declare a major as early in their programs as possible. Students are required to declare a major upon completion of 45 semester hours of coursework. Students may declare more than one major. Students wishing to declare or change their major should submit a completed Change of Major form with the signature approval of their new department or program to the Registrar's Office.

Pass/Fail Credit Option

During their junior and senior years, undergraduates may take courses on a pass/fail basis, subject to the following conditions:

1. Courses taken on a pass/fail basis may not be used to satisfy General Education, major or minor requirements with the exception of non-traditional credit awards and field-based courses where pass/fail is the only grading option. In addition, courses used to satisfy the University's 300/400 level requirement may not be taken on a pass/fail basis.
2. Students may take as many as four courses under the pass/fail option but may elect only one pass/fail credit course per semester unless a course is offered only on a pass/fail basis.
3. Students on academic probation may not elect to take any courses on a pass/fail basis if the courses are offered for a grade.

Individual courses can be designated as pass/fail by submitting a properly completed Change Form for PS/F, AU, Credit Hours to the Registrar' Office. Changes to or from pass/fail are permitted only during the preregistration, registration and drop/add periods.

Auditing Courses

Audited courses bear the same tuition and fees as for credit coursework graded in a traditional manner. Audited courses cannot be used to satisfy any graduation requirement. Students are assigned W grades for non-attendance. Individual courses can be designated as audit by submitting a properly completed Change Form for PS/F, AU, Credit Hours to the Registrar's Office. Changes to or from audit are permitted only during the preregistration, registration and drop/add periods.

Repeating Courses

Unless otherwise indicated in the course description, undergraduates may not receive credit more than once for courses covering the same or similar content or topics. Multiple occurrences of the same course will be allowed for topics courses covering different material, independent study courses, performance courses, and other courses where the course descriptions and department policy allow.

Students repeating a course covering the same or similar content will receive credit for the last occurrence of the course only, provided the course is graded A, B, C, D, F or I. Repeated coursework is noted as such on the student record, remains in the student's attempted hour calculations, and is removed from the earned hour, quality point and GPA calculations.

An exception to the repeat rule may be executed by the Admissions Policy Committee as a result of an academic integrity violation. Consult the Academic Integrity Policy found in the Student Handbook and the Office of Student Affairs for further details.

Credit Hours and Course Loads

Where undergraduate lecture courses are concerned, one semester hour is granted for approximately one class hour per week. Because of the nature of activity, laboratory, performance, studio and other types of courses, more in-class time is typically required. Students are expected to support each credit hour for which they enroll with a minimum three hours per week of combined classroom, laboratory, performance, studio and outside study activities, based upon their individual registrations. Thus, students enrolling in 15 semester hours should spend a minimum of 45 hours in coursework related activities each week.

Most programs at the University are designed for completion within a four-year time period, provided the student completes an average of 15 to 16 semester hours of coursework each regular semester. While 12 to 19 semester hours is considered full-time for tuition purposes, 15 hours of coursework is considered by the University to be an average load. Students registering for more than 19 semester hours of coursework during any given semester must receive written approval of their advisor and the dean of the school housing their major program. Students may obtain the appropriate form from the Registrar's Office or the registrar's Web site.

STUDENT RECORDS

Change of Name/Student Number

Students wishing to change or correct their name and Social Security number should contact the Registrar's Office for current policies and procedures.

Change of Address

It is the students' responsibility to keep the University apprised of changes to their permanent, billing and local addresses and telephones by updating their information as necessary through self service on their GullNet account.

Classification of Students

Undergraduates are classified according to the number of semester hours completed with grades of A, B, C, D or PS as follows:

Freshman	0-29	Junior	60-89
Sophomore	30-59	Senior	90 and above

Students also are designated as follows:

▸ Matriculated Undergraduate Students

Matriculated or degree seeking students are full-time or part-time degree candidates and are assigned a faculty advisor.

▸ Undergraduate Non-Degree Students

Undergraduate non-degree students (UND) are students usually pursuing one or two courses in a non-matriculated status. There are two types of UND students:

1. Students who are pursuing one or two courses for personal or professional development. Upon completion of 30 semester hours, these students must apply for admission to the University as matriculated students.
2. Restricted-status students, whose admissions have been revoked for inadequate academic performance, but who are permitted to continue to attend the University under the direction of the Office of Academic Affairs.

Concurrent Enrollment

High school students may register for no more than two courses per semester as a non-degree student while still attending high school. They must submit a Guest/Non-degree registration form available on the University Web site (www.salisbury.edu/registrar/forms) or through the Registrar's Office, along with a residency form if seeking in-state tuition rates. A Letter of Permission/Recommendation for Concurrent Enrollment must also be submitted, signed by the high school/home school advisor. Registration is subject to course availability.

Full-Time/Part-Time Enrollment Status

Enrollment status (full- or part-time) is determined by the number of credits students have completed or are pursuing. Undergraduates enrolled for 12 or more semester hours pay full-time fees and tuition regardless of classification. Undergraduates enrolled for 11 or fewer semester hours pay tuition assessed on a per credit basis and pay part-time fees.

UNDERGRADUATE GRADING SYSTEM

The following grades are used to indicate undergraduates' achievement in individual courses:

A - Excellent
Denotes superior achievement. The A grade is reserved for outstanding performance.

B - Very good
Denotes high achievement. It is a mark of distinction.

C - Satisfactory
Denotes adequate achievement.

D - Passing
Denotes marginal achievement. The D grade indicates minimal exposure to the principles and techniques presented.

F - Failure
Denotes inadequate achievement.

The following symbols are not accompanied by quality points and do not contribute to students' grade point averages. They may, however, appear on students' permanent records and are defined accordingly.

I - Incomplete
Noncompletion of a course due to unavoidable circumstances beyond the student's control. The I automatically becomes an F if coursework is not completed prior to midsemester of the next full semester for which the student is enrolled, or at the end of one calendar year, whichever is earlier.

PS - Pass
A passing grade for credit-bearing courses taught or taken on a pass/fail basis.

S - Pass
Not for University credit—a passing grade in those courses which cannot be applied to undergraduate degree requirements.

CS - Continuing Satisfactorily
Satisfactory progress in a developmental studies course which extends into a subsequent semester.

U - Unsatisfactorily
Unsatisfactory progress in those courses which cannot be applied to undergraduate degree requirements.

AU - Audit
Approved attendance without credit.

W - Withdrawal
Official withdrawal from a course during the schedule adjustment period.

WP/WF - Withdrawal Passing/Withdrawal Failing
Official withdrawal from a course after the schedule adjustment period, denoting passing or failing status at the time of the withdrawal.

NR - Grade Not Reported by Instructor

IP - In Progress
Used for grading ongoing theses and research projects, internships, or independent studies which extend into a subsequent term. Unlike the I grade, the IP grade does not automatically become an F at the end of a given time interval.

X - Clemency Grade
Preceding a grade of D or F (XD, XF) denotes that academic clemency has been granted for the course, and that the course has been removed from attempted hours (AHRS), earned hours (EHRS), quality hours (QHRS) and the grade point average calculations.

NOTE: Students who need to meet eligibility criteria for athletics, financial aid, scholarships, etc. should be aware that courses with grades of W, WP, WF, I or IP will not be included in credits successfully completed.

Undergraduate Grade Point System

Only courses completed at Salisbury University or through certain approved cooperative programs, and assigned grades of A, B, C, D and F, are used in the grade point average (GPA) calculations.

Grade point averages are calculated in the following manner:

1. Quality points are assigned to letter grades such that A=4, B=3, C=2, D=1 and F=0. Quality points for individual courses are computed by multiplying the quality points assigned an individual letter grade by the credit hours received for the course.
2. The current or semester GPA is calculated by dividing the quality points earned for all applicable courses (QPTS) for the semester by the credit hours received for those courses (QHRS) during the semester, for example:

Course	Credit Hours	Grade	Quality Points
English 101	3	B	9
History 101	3	D	3
Chemistry 121	4	A	16
Math 103	3	C	6
Art 104	3	F	0
Totals: 16 QHRS			34 QPTS

34 QPTS/16 QHRS=2.12 Current GPA

3. The cumulative GPA is calculated by dividing the total quality points earned (QPTS) for all semesters by the total applicable credit hours (QHRS).

Undergraduate Transfer of Credit from Other Institutions

For graduate transfer information see the Graduate Student Information section, Page 15.

Students who have attended other regionally accredited institutions may be admitted to the University based upon the current transfer admission policy.

General Transfer Policies

1. Transferred coursework is not included within the Salisbury University current or semester or cumulative GPA calculations. Likewise, Salisbury University coursework repeated at another institution will not impact the current or semester or cumulative GPA calculations. However, coursework grades from other institutions may be used along with coursework completed at Salisbury University when determining eligibility for participation in major and minor programs and other study options.
2. Students must complete 30 of the last 37 hours of coursework at Salisbury University. However, students enrolled in approved cooperative programs or study abroad options may request to have additional coursework included in their final 37 hours.
3. Coursework completed at other institutions is evaluated for transfer by the Admissions Office. A maximum of 90 credit hours from two- and four-year institutions, and 64 credit hours from two-year institutions, may be applied to the 120 credit hour minimum required for graduation. Transferred coursework may be used to satisfy General Education requirements at Salisbury University and, when approved, coursework requirements for major and minor programs and other study options.
4. Official transcripts of all coursework completed at other institutions must be received by the Admissions Office by the close of the student's first semester (fall or spring) at Salisbury University. The University reserves the right to refuse the transfer of coursework where official transcripts are not received in a timely manner.
5. Questions related to the evaluation of transferred coursework should be directed to the Admissions Office. Appeals should be directed to the Academic Affairs Office within one academic year of the student's first attendance. Evaluations which are more than one year old are not subject to appeal.

Taking Courses at Another Institution

Currently admitted, degree-seeking students at Salisbury University may transfer coursework from other regionally accredited institutions (Middle States Association of Colleges and Schools, Northwest Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Colleges and Schools, Southern Association of Colleges and Schools and Western Association of Schools and Colleges) based upon the following policy:

1. Coursework must be pre-approved by the Registrar's Office. Courses without prior articulation must be approved by the department chair for that discipline. Additionally, coursework applicable to the student's major or minor may need to be approved by the department chair for that major or minor. Request to Study at Another Institution forms are available from the Registrar's Office and online. It is the student's responsibility to review the academic requirements report to determine the applicability of a course to the student's program.
2. Coursework must be completed with grades of A, B, C or PS (where courses are graded on a pass/fail basis only). Grades are not calculated in the student's Salisbury University GPA.
3. Official transcripts of the coursework completed must be received from the other institution by the close of the student's next semester (fall or spring) at Salisbury University.
4. Students must complete 30 of the last 37 hours of coursework at Salisbury University. Exceptions to this policy must be pre-approved by the Academic Affairs Office.

Coursework completed by students enrolled in the Inter-Institutional Registration Program of the University System of Maryland will be treated as credit earned at Salisbury University. Coursework will be applied toward graduation requirements, and grades included within the GPA calculations at the University.

Inter-Institutional Concurrent Enrollment and Cooperative Dual Degree Programs

Credit earned while students are enrolled in the Inter-Institutional Concurrent Enrollment Programs with University System of Maryland member institutions is treated as credit earned at Salisbury University. Coursework and grades earned as a part of this program are included within the University attempted hour, earned hour, quality point and grade point average calculations.

Withdrawal from the University

Students may withdraw from the University before the administration of their final examinations, but no later than 5 p.m. on the last day of classes. Any student who withdraws from the University during any period of instruction must complete a Withdrawal Form obtained from the Registrar's Office. Students who officially withdraw from the University after the schedule adjustment period receive grades of WP and WF to denote their grade status at the time of withdrawal. Nonattendance of classes does not constitute withdrawal from the University. Students who do not officially withdraw from the University forfeit their right to any tuition refund. Matriculated students who have withdrawn from the University and wish to be reinstated as such, must be readmitted by submitting an Application for Readmission form to the Registrar's Office.

Readmission

Matriculated undergraduates who do not enroll at the University during a regular fall or spring semester must apply for readmission through the Registrar's Office. Students may only apply for readmission once they have met the minimum criteria for readmission. Students must declare a major at the time of readmission. Forms for readmission are available at the Registrar's Office or online at www.salisbury.edu/registrar/forms.html.

Students who have attended other institutions since leaving Salisbury University must arrange to have official transcripts sent from those institutions directly to the Registrar's Office.

The deadline for applications for fall semester is July 1; for the spring semester, December 1. However, the University reserves the right to close readmission when the enrollment limit has been met.

Transcripts

The Registrar's Office issues transcripts only upon the written request of the student. All financial obligations to the University must be met before transcripts are issued. Requests can be made online via the student's GullNet self-service account, in person, by mail or fax. In-person requests for official transcripts should be made using a Transcript Request form. Mail or fax requests made without a Transcript Request form must include the student's full name, the name used while enrolled at the University if different from current name, student ID number or Social Security number, current mailing address and daytime telephone, the complete name and mailing address of the individual or organization to receive the transcript, any other pertinent instructions and a clear signature. Mail and fax requests must include a copy of a state- or government-issued photo ID. Requests should be mailed to Registrar's Office, Salisbury University, 1101 Camden Avenue, Salisbury, MD 21801-6860, or faxed to 410-677-5078. Please note: official transcripts may not be faxed or e-mailed.

NON-TRADITIONAL CREDIT POLICIES

Salisbury University recognizes several methods in which undergraduates can demonstrate academic competence in specific areas outside the traditional classroom setting. Therefore, the University awards college level credit to students proving competence in academic areas through certain examinations and educational programs.

Undergraduates may apply up to 60 semester hours of credit by examination coursework to the completion of a baccalaureate degree. Credit by examination coursework can be used to satisfy general education, major and minor requirements with the appropriate approval. Students who have completed or are enrolled in advanced courses may not receive credit by examination coursework for lower-level courses in the same subjects.

Any changes associated with credit by examination can be found on the SU Web site.

Advanced Placement (AP)

Undergraduates who have completed Advanced Placement (AP) courses in high school and have taken the corresponding College Board examination may be entitled to advanced standing credit at Salisbury University. Contact the Admissions Office for minimum score and coursework equivalency information. Official examination results should be submitted directly to the Admissions Office.

College-Level Examination Program (CLEP)

Undergraduates who have attained competence in college-level subjects through extensive reading or other experiences may gain credit through one or more of the College Board's College-Level Examination Program (CLEP) general or subject examinations. Minimum score and coursework equivalency information, information regarding charges and applicable course credit costs are available online at www.salisbury.edu/registrar. To schedule an examination

contact the Registrar's Office. Official examination results should be submitted directly to the Registrar's Office.

Departmental Challenge Examinations

Undergraduates who wish to fulfill course requirements and earn credit for a course by challenge examination in lieu of classwork may do so with the approval of the appropriate department chair. A student who has not enrolled at Salisbury University is not eligible to take a challenge examination. Contact the academic department for information regarding course challenge exams.

International Baccalaureate (IB) Examinations

Undergraduates who have completed higher level International Baccalaureate (IB) courses in high school and have taken the corresponding IB examination may be entitled to advanced standing credit at Salisbury University. Contact the Registrar's Office for minimum score and coursework equivalency information. Official examination results should be submitted directly to the Registrar's Office. A maximum of 30 semester hours of advanced standing coursework will be awarded for IB related courses.

Military Education Credit

Undergraduates may receive academic credit for educational experiences in the armed forces. Students must submit an official military transcript to the Registrar's Office. Specific information regarding credit for military education is available in the Registrar's Office.

Modern Languages and Intercultural Studies Testing Policy

See the Modern Languages and Intercultural Studies Department information section for details.

University Curricula

www.salisbury.edu/academic

GENERAL EDUCATION

All students seeking a bachelor's degree from Salisbury University are required to complete a series of General Education courses. The faculty of the University believe that General Education is an essential element in the University experience and have structured the components of the General Education program to realize both a traditional and a contemporary mission.

The traditional mission is to provide students with a broad experience in the liberal arts. The contemporary mission of General Education is to provide students with a common ground of understanding and competence for meeting the challenges of today's world as educated men and women.

The courses within the General Education program are supported by the Student Learning Goals and Principles, developed and approved by the faculty in 2000. The information regarding the knowledge, skills and dispositions deemed essential for a Salisbury University graduate can be found in Appendix C.

General Education at Salisbury University consists of a minimum of 12 courses organized into five groups of related subject matter.

Group I

Group I coursework is intended to develop students' competence in written expression.

Group II

Group II offers courses in the area of history, offering a perspective on times and cultures other than our own while fostering a sense of the interconnectedness of our world.

Group III

Group III offers courses in the areas of humanities and social science, affording perspectives and insights into beauty and truth embodied in the traditional disciplines of the humanities as well as the interaction of humans with each other in a social world.

Group IV

Group IV involves experiences in the scientific method and the structures on which it is based, and which lead to an appreciation of the interdependence of humans and the natural world.

Group V

Group V is designed to enhance students' understanding of the body, its movement and the values of fitness.

General Education Requirements

All programs leading to the bachelor's degree include a minimum of 12 courses in approved General Education courses. Some majors designate certain required courses within the General Education courses. Students may learn of these specific requirements from their major departments. The General Education requirements are as follows:

Group I—English and Literature: two courses

A. Complete the following course with a grade of C or better:

		Credits
ENGL 103	Composition and Research	4
or		
HONR 111	Critical Thinking and Writing (if in the Honors Program)	4

B. Select one course in literature from either the English or Modern Languages departments. 4

Group II—History: two courses

A. Complete one of the following courses:

		Credits
HIST 101	World Civilizations I	4
HIST 102	World Civilizations II	4
HIST 103	First Year Seminar in World History	4

B. Complete one of the following courses:

		Credits
HIST 101	World Civilizations I	4
HIST 102	World Civilizations II	4
HIST 103	First Year Seminar in World History	4
HIST XXX	History course above HIST 103	4

Group III—Humanities and Social Sciences: three courses

A. Select one course from the following areas:
Art, Communication, Dance **or** Theatre, Modern Languages, Music, Philosophy, HONR 211 (if in the Honors Program)

B. Select one course from the following areas:
Anthropology, Conflict Analysis and Dispute Resolution, Economics, Human Geography, Political Science, Psychology, Sociology, HONR 112 (if in the Honors Program)

C. Select one course from either Group IIIA or Group IIIB (course may not be from the same area selected for IIIA or IIIB).

Group IV—Natural Science, Math, Computer Science: four courses

A. Select two courses with laboratories from at least two of the following four areas:
Biology, Chemistry, Geology **or** Physical Geography, Physics

B. Select one course (need not include a lab) from Group IVA or Computer Science or Mathematics or HONR 212 (if in the Honors Program)

C. Select one math course.

Group V—Health Fitness: one course

		Credits
PHEC 106	Personalized Health/Fitness	3

UNDERGRADUATE DEGREE PROGRAMS

The University offers undergraduate programs leading to the Bachelor of Arts, the Bachelor of Fine Arts, the Bachelor of Science and the Bachelor of Arts in Social Work. Minimum requirements for graduation include satisfactory completion of 120 semester hours, 45 of which must be in prescribed General Education courses. Some majors require more than 120 semester hours, usually to meet accreditation standards. See the particular department for details.

The following is a list of majors offered by Salisbury University and arranged by the school in which the majors are housed. Many of the majors include concentrations and several departments also have minor programs of study.

▸ Fulton School of Liberal Arts

Art (B.A. or B.F.A.)
Communication Arts (B.A.)
Conflict Analysis and Dispute Resolution (B.A.)
English (B.A.)
English to Speakers of Other Languages (ESOL)/ K-12 ESOL Certification (B.A.)
Environmental Studies (B.A.)
French (B.A.)
History (B.A.)
Interdisciplinary Studies (B.A. or B.S.)
International Studies (B.A.)
Music (B.A.)
Philosophy (B.A.)
Political Science (B.A.)
Psychology (B.A.)
Sociology (B.A.)
Spanish (B.A.)
Theatre (B.A.)

▸ Henson School of Science and Technology

Biology (B.S.)
Chemistry (B.S.)
Computer Science (B.S.)
Earth Science (B.S.)
Geography (B.S.)
Mathematics (B.S.)
Medical Laboratory Science (B.S.)
Nursing (B.S.)
Physics (B.S.)
Respiratory Therapy (B.S.)

▸ Perdue School of Business

Accounting (B.S.)
Business Administration (B.S.)
Economics (B.A.)
Finance (B.S.)
Information Systems (B.S.)
Management (B.S.)
Marketing (B.S.)

▸ Seidel School of Education and Professional Studies

Athletic Training (B.S.)
Early Childhood Education (B.S.)
Elementary Education (B.S.)
Exercise Science (B.S.)
Health Education (B.S.)
Physical Education (B.S.)
Social Work (B.A.S.W.)

Collaborative Undergraduate Degree Programs

Sociology (UMES) - Social Work (SU)
Biology (SU) - Environmental/Marine Science (UMES)

MSDE Teacher Education Programs

MSDE (Maryland State Department of Education) approved teacher education programs are offered in the following areas:

Biology
Chemistry
Early Childhood Education
Earth Science
Elementary Education
English
French
Health Education 7-12
History/Social Studies
Mathematics
Music K-12
Physical Education K-12
Physics
Spanish

Specific statements on degrees and requirements are listed under each school's section.

Upper-Division Certificate

Geographic Information Science Fundamentals

GRADUATE DEGREE PROGRAMS

The University offers graduate programs leading to the Master of Education, the Master of Science, the Master of Arts, the Master of Arts in Teaching (cooperatively with the University of Maryland Eastern Shore), the Master of Business Administration and the Master of Social Work.

The following is a list of graduate degree programs offered by Salisbury University and arranged by the school in which the programs are housed. For more information on requirements for graduate degrees, see the department sections of this catalog.

▸ Fulton School of Liberal Arts

Conflict Analysis and Dispute Resolution (M.A.)
English (M.A.)
History (M.A.)

▸ Henson School of Science and Technology

Applied Biology (M.S.)
Applied Health Physiology (M.S.)
Doctor of Nursing Practice (D.N.P.) *(beginning fall 2012)*
Geographic Information Systems (GIS) Management (M.S.)
Mathematics Education (M.S.M.E.)
Nursing (M.S.)

▸ Perdue School of Business

Business Administration (M.B.A.)

▸ Seidel School of Education and Professional Studies

Curriculum and Instruction (M.Ed.)
Education (M.Ed.)
Educational Leadership (M.Ed.)
Reading Specialist (M.Ed.)
Social Work (M.S.W.)
Teaching (M.A.T.) [Biology, Chemistry, Earth Science, English, French, Health History, Mathematics, Music, Physical Education, Physics, Spanish]
TESOL K-12 Certification

Graduate Certificates

Health Care Management, Post-Baccalaureate Certificate
Teaching English to Speakers of Other Languages (TESOL)
Teaching and Learning with Technology

Collaborative Graduate Degree Programs

Master of Arts in Teaching (SU/UMES)

UNDERGRADUATE GRADUATION REQUIREMENTS

For specific graduate-level graduation requirements refer to the Graduate Programs section of the school in which the desired graduate program is located.

Student Responsibility For Satisfying Graduation Requirements

The faculty and administration have established the following policies and procedures for the guidance and evaluation of student performance and to help ensure the quality of education provided by the University.

To graduate from Salisbury University students must be matriculated and complete approved degree programs. To be matriculated, students must be accepted for admission as degree candidates and enroll in courses.

Matriculated students are responsible for planning their programs to meet University and departmental graduation requirements. As students plan their programs they need to recognize that the catalog is an information guide and not a contract nor an offer to make a contract. The University has the authority to change degree requirements, prerequisites, course schedules, grading systems, fees and related matters. Wherever possible, however, the University implements changes in ways that do not create hardships for students who are already enrolled.

Catalog Selection

A matriculated student can usually meet University and departmental graduation requirements stated in any University catalog that meets the following conditions:

1. The catalog was issued within the seven years preceding the student's graduation.
2. The catalog was in effect during a semester when the student was either matriculated at Salisbury University or at a Maryland community college.
3. The catalog meets all requirements of relevant external agencies.
4. The catalog does not require the University to adhere to policies or provide services, curriculum or facilities no longer in effect or necessary.

Matriculated students must satisfy all graduation requirements in the catalog they select.

Application for Diploma/Graduation

Students must apply for graduation by submitting an Application for Diploma form through their GullNet self-service account at least one semester prior to their intended date of completion (deadlines are posted on the University's Web site at www.salisbury.edu/commencement). The academic records of degree candidates who apply for graduation on time are audited for graduation requirements, and the candidates are notified of any deficiencies, giving them an opportunity to satisfy any remaining, unfulfilled requirements during their last semester of enrollment. The Registrar's Office reserves the right to move students' intended date of completion or to cancel their Application for Diploma if it appears that they will not or do not meet their degree requirements. Degree candidates have the responsibility of keeping the Registrar's Office apprised of any changes in their graduation plans.

Graduation Requirements

To be eligible to graduate, students must meet the following requirements:

1. Be matriculated in the University.
2. Successfully complete at least 120 credit hours of coursework with a cumulative grade point average of 2.0 or higher. Students must take 30 of the last 37 credit hours at Salisbury University (special cooperative programs are exempt). Students completing their course requirements through an approved study abroad program are exempt from this policy.
3. Complete at least 30 credit hours at the University by direct classroom instruction and/or laboratory experience and not through credit by examination.
4. Complete at least 30 credit hours at the 300/400 level with grades of C or better. Transfer students must complete at least 15 hours of their 30 upper-level credits at Salisbury University (note: other than field-based courses in the Seidel School of Education and Professional Studies, courses taken on a PS/F basis do not satisfy this requirement).
5. Satisfy the General Education requirements.
6. Satisfy the requirements in at least one major program of study including the major's required grade point average.
7. Earn grades of C or better in English 101, English 102 or English 103.
8. Submit an Application for Graduation to the Registrar's Office by the appropriate date.
9. Make arrangements for the repayment of any outstanding debt.
10. Return all materials borrowed from the library or academic departments.

Graduation With Honors

The student's eligibility for graduation with honors is determined by the honors standards in place at the time the student graduates.

Recognition of graduation with honors at the commencement ceremonies is based on the student's cumulative grade point average at the end of the previous grading period. Students recognized at the ceremony may or may not ultimately earn graduation with honors. The official recognition of graduation with honors is based on the student's final grades and appears on the student's official transcript and diploma.

In order to be eligible for graduation honors, students must complete a minimum of 56 graded hours of coursework at Salisbury University, in which at least 30 hours of 300/400-level courses are completed with grades of A, B or C. In addition, students must have minimum Salisbury University grade point averages as follows: cum laude: 3.5; magna cum

laude: 3.7; summa cum laude: 3.9. Students completing a second bachelor's degree will be eligible to graduate with honors only if they meet all graduation with honors criteria using credits earned after their prior graduation.

Minor Programs

Unless required for the completion of a specific major program, minor programs are an optional component of the graduation requirements. Students may complete and graduate with more than one minor. Minor programs must be completed at the time of graduation and appear as a part of the student's degree when satisfactory completion is certified by the Registrar's Office.

Double Majors

Students may simultaneously satisfy the requirements for more than one major program. All major programs appear as a part of the student's degree when satisfactory completion is certified by the Registrar's Office. Students completing more than one major receive one baccalaureate degree from Salisbury University unless all requirements for the second degree program taken simultaneously have been satisfied.

Second Bachelor's Degree Programs

Taken Sequentially

Individuals who hold a baccalaureate degree from Salisbury University or another regionally accredited institution may earn a second undergraduate degree in a different major at the University. Second degree students must complete a minimum of 30 new semester hours of coursework with a cumulative grade point average of at least 2.0 and satisfy all requirements for the major. In addition, 15 of the 30 new hours must be in coursework from the major department that could be used to satisfy program requirements.

Second bachelor's degree candidates will be eligible to graduate with honors only if they satisfy all graduation with honors requirements using credit earned after the completion of their prior degree.

Taken Simultaneously

Individuals who wish to receive two baccalaureate degrees from Salisbury University simultaneously, must complete a minimum of 150 semester hours of coursework, and must fulfill the regularly prescribed requirements for both degree programs. Students should formally declare all major programs as early in their academic career as possible and are encouraged to seek advisement from each department to ensure completion of all requirements in each degree. The student's desire to receive two degrees must be noted on the Application for Diploma form when applying for graduation.

SU/UMES Second Degree Program

In addition to the credit exchange program with the University of Maryland Eastern Shore (UMES), Salisbury University and UMES allow students to complete baccalaureate programs at both institutions simultaneously. The student must satisfy baccalaureate degree requirements at the University of Maryland Eastern Shore for a program of study which is not available at Salisbury University and must also satisfy all requirements in a major offered at SU. In addition, the following particular requirements apply to this program:

1. The 90 (or more) credit hours of work at Salisbury University must be completed with an SU grade point average of 2.0 or better; at least 30 of these credits must be taken on the SU campus (cooperative program credits, examination credits, etc., may not be so counted), and of these, at least 15 hours must be completed at SU at the 300 or 400 level with grades of C or better.
2. The Salisbury University catalog which contains the program requirements the student is satisfying at SU may not predate by more than seven years the time of the student's graduation; and the student must have been in attendance at SU as a matriculated student during a semester in which the catalog was in effect.
3. The student must satisfy all graduation requirements as stated in an approved SU catalog, except those requiring matriculation at the University at the time of graduation and completion of the last 30 hours of work at the University.
4. In order to graduate from Salisbury University with honors, the requirements stated in the catalog which the student has chosen will be in effect. Only SU credits are used in computing the SU grade point average.
5. The student's grade point averages at SU and at UMES must be 2.0 or better.

Students who participate in the cooperative dual-degree program must register this fact with the departments of their SU majors. The granting of the baccalaureate degree from Salisbury University and the granting of the baccalaureate degree from the UMES will occur when requirements in both degree programs have been satisfied.

University Writing Across the Curriculum Expectations

Students satisfying graduation requirements must earn grades of C or better in English 103 (ENGL 101 and 102 prior to fall 2008).

The faculty believes that the ability to express ideas in a logical, organized and convincing manner is an integral part of a liberal arts education. Students are expected to maintain and continually demonstrate this ability in written assignments. Consequently, they can expect some formal written work as part of the evaluation in essentially all of their classes.

Technology Fluency Policy

It is the policy of Salisbury University that all students graduating from this institution can demonstrate an appropriate level of fluency with information technology with regard to discipline-specific requirements within academic departments. The discipline-specific requirements will be defined from four broad technology knowledge context areas: basic operations and concepts; accessing information through technology; communicating effectively using technology; and organizing and analyzing information with technology.

Common Final Exam Policy

(Adopted by Faculty Senate in 2007)

A student who has more than two final examinations scheduled for the same day need not take more than two of these examinations on that day. A student may work with the professors to reschedule excess exams within these guidelines: 1) can not reschedule the first exam, 2) can not reschedule any common exam (e.g., ENGL 101, 102, PSYC 101) and 3) when possible, reschedule the middle exam when it is not a common exam. A student must abide by the following procedure when requesting to reschedule examinations:

a) must reschedule exam no later than one full week before the final examinations begin,
b) must provide each of the professors involved with a written copy of his/her complete examination schedule, including course numbers, section numbers and name of professors.

The professors of courses whose examinations are not scheduled in the first time slot and are not common exams will reschedule their examinations within the final examination period on a day in which the student has fewer than two scheduled examinations. The professor will notify the student when and where the examination will be given. In the event the professor contacts the other professors involved and makes alternate arrangements for the student to take no more than two examinations in a day, the professor will inform the student of those arrangements prior to the last day of classes.

A student who has more than one examination scheduled for the same time should contact the appropriate professors and make alternate arrangements.

INTERNATIONAL EDUCATION

Salisbury University is committed to encouraging students to participate in learning opportunities on and off campus that increase their global awareness and prepare them for an increasingly interdependent world. The Salisbury University Center for International Education was created to help expand international opportunities for all SU students, faculty and staff. For more information see the Center for International Education's Web site at www.salisbury.edu/intled.

Curriculum

The University offers more than 150 undergraduate courses that are either entirely international in focus or that contain international core components. Students in all disciplines can avail themselves of these courses as part of their undergraduate studies. Regardless of their discipline, all students are encouraged to study a second language as part of their undergraduate experience. Students for whom English is a second language will find a variety of services to help them to improve their English skills.

Co-curricular Activities

There are many opportunities over the academic year outside the classroom for students to be exposed to cultures from around the world. International co-curricular activities include performing artists, art exhibitions, lecture series and film festivals, among other activities. Numerous student groups and clubs participate in volunteer and outreach opportunities to regional immigrant communities. Student groups celebrate diverse world religions, cultural traditions and world languages.

Study Abroad

Salisbury University strongly encourages students to pursue international learning experiences by studying, interning, volunteering and working abroad. A full description of learning opportunities abroad can be found at the Center for International Education Web site at www.salisbury.edu/intled.

Faculty-Led Short-Term Study Abroad

Students can earn SU credits on short-term, faculty-led international programs during the winter and summer session. Programs are available in many majors. Past destinations include France, Germany, China, Honduras, Iceland, Estonia, Ecuador, Spain, Italy, England, New Zealand, India, Africa, Argentina and Scotland. Programs run from one to five weeks. New programs are being added every year.

"Salisbury Abroad" Semester Programs

The "Salisbury Abroad" programs allow Salisbury University students the opportunity to spend a semester at a university in China, Ecuador, Estonia, England, India, Spain and Scotland. The cost of the program is equivalent to one semester of study at SU. Non- SU students are also welcome to participate in the program. Courses in the program generate an SU transcript and SU credits.

Affiliated Semester Programs

Salisbury University manages six affiliation agreements with international study abroad providers. Through these affiliation agreements, Salisbury University students can study a full semester in any major at hundreds of sites around the world. The affiliation agreements stipulate that students' credits will transfer back to SU and students' financial aid packages can be applied to the semester studying abroad. Recently, SU students have studied on every continent except Antarctica.

Internships, Volunteer, Teach, Work Abroad

The SU Center for International Education also helps students find opportunities to complete internships, volunteer, teach English or work abroad. For more information contact the SU Center for International Education

Exchange Visitor (J-1) Program

The J-1 Exchange Visitor Program is managed by the U.S. Department of State. Since 1961, it has promoted mutual understanding between the people of the United States and the people of other countries through educational and cultural exchanges. Sponsor institutions and exchange visitors are required to comply with the Exchange Visitor Program regulations as set forth by the U.S. Department of State. Salisbury University has been designated as a J-1 Exchange Visitor sponsoring institution since 2010 in the categories of Student, Short-Term Scholar and Professor. Scholars and Professors may become members of the academic staff who teach/lecture, observe, conduct research, or consult for anywhere from a few weeks up to five years. For more information or guidelines on how to invite an Exchange Visitor, visit www.salisbury.edu/intled/iss/exchangevisitor.

International Students and Scholars

The Office of International Student and Scholar Services was created to address the needs of an expanding population of international students and scholars on campus. The services are coordinated by the international student advisor and are located in the Center for International Education. The international student advisor provides guidance through the admissions process and grants formal admission to the University.

Additionally, the international student advisor is the United States Department of Homeland Security designated school official to provide assistance in completing the various documents required to gain and maintain official approved status with DHS and DOS. Additionally, the advisor assists international students with cultural adjustment as well as

personal and academic concerns through individual counseling and/or referral. Orientation to campus and the greater Salisbury area, health and insurance information, academic and personal counseling, as well as providing cultural programs to integrate international and American students are all a part of introducing international students and scholars to their new way of life.

For more information please visit www.salisbury.edu/INTLED/iss.

English Language Institute

The English Language Institute (ELI) at Salisbury University offers a high-quality, comprehensive, intensive program in the English language for non-native speakers. This program provides English language instruction on all levels, preparation for international students seeking entrance to an American university and academic support for students who wish to fully enroll in degree-seeking programs at SU. It also facilitates participants' successful cultural adjustment to the classroom, as well as to the general environment of an American college. SU has a strong institutional commitment to inclusiveness, excellence and diversity that is manifested in the ELI. For more information, visit www.salisbury.edu/intled/eli.

Undergraduate Scholastic Standards and Support Services

For information on graduate scholastic standards refer to the Graduate Student Information section of this catalog, Page 16.

ACADEMIC INTEGRITY

The Academic Integrity Policy can be found at www.salisbury.edu/provost. Questions regarding academic integrity violations should be addressed with the assistant vice president of academic affairs.

Integrity is a principle that permeates all the activities of the University and guides the behavior of faculty, students and staff. The spirit of academic integrity denotes adherence to the precept that "one's work is one's own." The process by which integrity is upheld assumes clear communication of University expectations, standards and policies and clear communication of students' and faculty's rights and responsibilities. This policy applies to both undergraduate and graduate students.

This policy is intended to foster student academic integrity and to address cases of student academic misconduct which may include, but are not limited to, the following:

Lying

Communicating untruths or withholding information as part of an investigation, or in order to gain an academic advantage.

Cheating

The act of wrongfully using or attempting to use unauthorized materials, information, study aids or the ideas or work of another in order to gain an advantage. Acts of cheating include but are not limited to:

- giving unauthorized aid to another student or receiving unauthorized aid from another person on tests, quizzes, assignments or projects;
- using or consulting unauthorized materials or using unauthorized equipment or devices on tests, quizzes, assignments or projects;
- submitting as one's own work material written by someone else, whether purchased or not;
- altering or falsifying any information on tests, quizzes, assignments or projects;
- working on any project, test, quiz or assignment outside of the time constraints imposed;
- submitting an assignment in a somewhat altered form or using any material portion of a paper or project to fulfill the requirements of more than one course unless the student has received prior faculty permission to do so;
- failing to adhere to an instructor's specific directions with respect to the terms of academic integrity or academic honesty;
- using fraudulent methods in laboratory, studio, field, computer work or professional placement;
- other acts generally recognized as dishonorable or dishonest which bear upon academic endeavors.

Misappropriation of Course-Based Intellectual Property

Lectures delivered by faculty in class, as well as course materials faculty create and distribute, are protected by federal copyright law as their original work.

Misappropriation of intellectual property is the act of intentionally taking the intellectual property of faculty or others, and/or the sale or distribution of class notes, tests, assignments or class projects for profit, either directly or through a third party, without the express consent or permission of the faculty member or lecturer, or without documentation to demonstrate the need for such accommodations. Such property includes, but is not limited to, class notes, tests, assignments, class projects or other academically related work.

All academic work undertaken by a student must be completed independently unless instructed otherwise by a faculty member or other responsible party.

Plagiarism

Students are responsible for learning proper scholarly procedures which require that all quoted material be identified by quotation marks or indentation on the page, and the source of information and ideas, if from another, must be identified and be attributed to that source. Acts of plagiarism include but are not limited to:

- intentionally or unintentionally deceiving or disregarding proper scholarly procedures;
- participating in illicit collaboration with other individuals in the completion of course assignments;
- presenting information, thoughts or ideas from another source as if they are your own, or without giving appropriate attribution;
- other acts generally recognized as plagiarism.

ACADEMIC STANDING (UNDERGRADUATE STUDENTS)

The following terminology is used in defining the academic standing policy.

Matriculated Students - Students admitted to the University, attending full- or part-time, pursuing a bachelor's degree. Matriculated students are either in good academic standing or on academic probation.

Good Academic Standing - Students whose SU cumulative GPAs are at least 2.0. Students who are not in good academic standing are either on academic probation or on restricted status.

Academic Probation - Students who are not in good academic standing, but who are still admitted and pursuing degrees. Such students have academic (and other) limitations placed upon them.

Restricted Status - Previously admitted students whose admissions have been revoked because of poor academic performance and who are thereby neither admitted nor pursuing a degree. These students are allowed to register as non-admitted students, but in most cases only part-time.

Dismissed Students - Previously enrolled students who are no longer allowed to attend the University.

Good Academic Standing

Students are admitted to Salisbury University in good academic standing. Students who have received SU grades and whose SU cumulative GPAs are at least 2.0 remain in good academic standing. GPAs will be computed whenever grades are awarded or changed. Consequently a student's academic standing can change at any time.

Unsatisfactory Academic Achievement

Admitted students whose Salisbury University cumulative grade-point averages are less than 2.0 will be placed on academic probation. Students on probation who fail to return to good standing or who fail to meet the criterion which allows them to remain on probation will have their admissions revoked and their academic standing changed to restricted status. Restricted status students may be academically dismissed for inadequate academic performance.

▸ Academic Probation

Students on academic probation may register for no more than five courses for a total of 16 credit hours per semester and may not elect to take any courses on a pass/fail basis if the courses are offered for a grade.

Admitted students who are in good academic standing at the beginning of a semester (or term or session) but who are no longer in good academic standing at the conclusion of that semester (respectively term or session), will be allowed to register as students on academic probation. At the conclusion of any semesters (or terms or sessions) while on academic probation:

- Students will be returned to good academic standing if their Salisbury University cumulative GPAs are at least 2.0.
- Students who fail to attain good academic standing will be allowed to continue to register as students on academic probation provided they satisfy both of the following conditions: 1) they earn semester (or term or session) GPAs of at least 2.0, and 2) their cumulative GPAs are greater than or equal to the appropriate minimums in the chart that follows.
- Students who fail to attain good academic standing will have their admissions revoked and will be placed on restricted status if either 1) they earn semester (or term or session) GPA less than 2.0, or 2) their cumulative GPAs are less than the appropriate minimums in the chart below. They will be allowed to continue to register for classes as restricted status students.

Credits Earned Toward a Degree (Including transfer credit)	Minimum SU Cumulative GPA
Fewer than 30	1.400
30-35	1.500
36-41	1.600
42-47	1.700
48-53	1.800
54-59	1.900
60 or more	2.000

Note: Students with 60 or more earned credit hours are expected to remain in good standing with a cumulative GPA of 2.0 or better.

▸ Restricted Status

Restricted status students may enroll in no more than two courses for a total of eight credit hours per semester. There are additional University policies limiting the activities in which students in restricted status may engage. In special circumstances the Office of Academic Affairs may allow restricted status students to exceed these limitations, but in no case will restricted status students exceed the limitations placed upon students on academic probation. Whenever students are placed in restricted status, they will have three registrations (for semesters, terms or sessions) to attain cumulative GPAs of at least 2.0. Students in restricted status who fail to attain Salisbury University cumulative GPAs of at least 2.0 within the three-registration time frame will be academically dismissed. Restricted status students who attain Salisbury University cumulative GPAs of at least 2.0 within the three-registration time frame may apply for readmission through the Registrar's Office or online at www.salisbury.edu/registrar/forms.html. Students placed on restricted status are not eligible for financial aid or on-campus housing, have their preregistered schedules canceled and must register as restricted status students.

▸ Readmissions Options

The following are readmission options for students who left the University on restricted status:

1. A student who chooses not to attend any post-secondary institution but can demonstrate evidence of good academic promise may apply to SU for readmission on probation after a period of two years.
2. A student who attends another post-secondary institution as a full-time student and meets the following criteria may apply for readmission on probation:
   - must have earned grades that, when averaged with the grades earned at SU, equals a combined 2.0 cumulative GPA (Note: Credits will transfer, but the grades will not.)
   - the cumulative grade point average at each transfer institution must be at least 2.0 to be considered for this option
3. The student who attends another post-secondary institution and either earns less than a 2.0 or is dismissed or placed on academic probation will be denied readmission to SU.

▸ Academic Dismissal

Academically dismissed students may no longer register for classes at Salisbury University. However, academically dismissed students who have not attended Salisbury University for five years or more and who can provide evidence of good academic promise may apply for readmission as students on academic probation or for classification as restricted status students. Academic dismissal may be appealed to the Office of Academic Affairs.

Academically dismissed students may also qualify for academic clemency after a five-year absence from the University.

ACADEMIC CLEMENCY POLICY

For a variety of reasons, some students may have academic records that do not accurately reflect their academic abilities. To encourage students who have left the University with poor academic records to subsequently return and succeed, the University is prepared to extend academic clemency to students returning to SU.

Students who have not attended the University for at least five years are eligible to apply for academic clemency. Students are only eligible for academic clemency one time during their academic careers, and they must apply during their initial semesters, terms, or sessions as returning students.

Students applying for academic clemency must complete an Academic Clemency Form on which they request to have up to 16 credit hours of D and F work removed from their GPAs by changing these grades to XD and XF, respectively. When academic clemency is granted for D grades, the previously earned credits will be lost and may no longer be applied to any graduation requirements. Students who receive academic clemency are not precluded from graduating with honors. The Academic Clemency Form is available from the Office of Academic Affairs or www.salisbury.edu/registrar/forms.

CLASS ATTENDANCE

The faculty regards the classroom as the center of University life and students are expected to attend all classes. There are no officially excused absences. In the case of an absence, the student is responsible for all material presented and assigned. Each instructor provides students with a written attendance policy at the first class meeting.

ABSENCE NOTIFICATION

In the case of an extreme emergency or prolonged illness, the Office of Student Affairs notifies class instructors of the dates of the student's absence from class. It is the responsibility of the student to inform the Office of Student Affairs and their class instructors of emergencies and illnesses.

Professors establish their own attendance policy. Notification of absence is a service to students and faculty; it is not an official excuse from classes and work missed.

WAIVERS OF ACADEMIC POLICIES AND PROCEDURES

Under unusual circumstances students may wish to seek waivers of academic policies and procedures. In such cases students should consult with their faculty advisors for detailed information about steps for seeking waivers.

SUPPORT SERVICES

Academic Advising

Academic advising is a process which helps students identify their career and life goals and assists in the development of an educational plan that helps students meet these goals. Effective advising occurs when there exists a partnership between the advisor and the advisee; each fulfilling the responsibilities of their role. Students are responsible for seeking out their advisors for assistance in addressing academic issues.

Matriculated students are responsible for their own academic programs and for meeting all University and departmental requirements. To plan coursework effectively, students should regularly review their academic requirements report and transcript available through the GullNet, meet regularly with their advisor and familiarize themselves with the academic regulations and programs described in this catalog and other University publications.

Academic advisors are available for all matriculated students. Students who have declared majors are assigned faculty advisors in their major department. Students who have not declared majors are assigned faculty or professional advisors by the Office of the Academic Affairs.

Students must confer with their assigned academic advisors regarding course selection, requirements and other academic matters prior to registration each semester.

Students registered as undergraduate non-degree students are not assigned faculty advisors.

Restricted-status students attend under the guidance of the assistant vice president of academic affairs.

Career Services

Career Services provides instruction, consulting, advising, information, services and opportunities in the wide arena of career planning and development. Students at every stage in their college career, from entering through graduate school, can avail themselves of such assistance through Career Services. Some of these services include:

Career Information, Various Job Fairs
Career Interest Testing
Computer-Assisted Career Exploration System
Choosing/Changing a Major or Minor
Resume Critiques
Job Search Procedures
On Campus Interviewing
One-on-One Consulting Sessions
In-Class Presentations

Center for Student Achievement

The Center for Student Achievement, Guerrieri University Center Room 213, provides students with a space to study and opportunities for academic enrichment. The center focuses on addressing key components that have traditionally challenged students in higher education, such as study skills and time management.

The center offers an opportunity to develop skills that will enhance students' academic potential while at the University. Areas of focus include test taking, note taking, time management, study skills and organizational tools. There are also weekly workshops presented by the staff, which equip

students to succeed in their classes. Students are also welcome to meet with the staff on a one-to-one basis, allowing students the individualized attention they may seek in order to achieve success. Tutoring for physiology and anatomy is available at the center upon request. At the center, students have access to study space, computers, Praxis preparatory exams, ALEKS math online modules, and information for scholarships, fellowships and many other academic enrichment programs.

In addition, the center also highlights students who have exemplified academic success in the classroom and demonstrate the ideal scholar at the University. Faculty and staff are asked to nominate candidates for the "Scholar Holler" and the students are featured in the campus newspaper, *The Flyer*. The center's Web site features upcoming events, academic deadlines and new features for the center. A pilot program for supplemental instruction was launched in fall 2009. Students who are deemed high achievers in math, economics, music and science are encouraged to apply. Students with these abilities should be referred to Dr. Heather Holmes.

Counseling Center

The Counseling Center offers counseling, consultation and outreach programs that promote personal growth, psychological health and academic success. Counselors provide help for students who may experience issues such as adjustment to college life, low self esteem, eating disorders, loss/separation, sexual identity concerns, anxiety, depression and relationship concerns. Group counseling, individual counseling and crisis intervention are available. To supplement personal counseling sessions and group work, the center also has resource material on a variety of topics, as well as an extensive Web site.

Staff of the Counseling Center have degrees in counseling, psychology and social work, and have years of experience working with college students. Services are confidential. All services are free of charge.

The Counseling Center is located in the Guerrieri University Center Room 263. Hours of operation are 8 a.m.-5 p.m. Monday-Friday. All appointments may be made in person or by calling 410 543-6070. For after-hours emergencies, the Counseling Center may be reached through the University Police at 410 543-6222. To learn more visit www.salisbury.edu/counseling.

General Studies

General Studies courses provide assistance to students in the areas of career planning, orientation and leadership. The offerings are listed in the "Courses" section of this catalog.

Graduate Record Examinations and Graduate Management Admissions Tests

For the convenience of seniors who wish to qualify for admission to graduate school, the Registrar's Office disseminates information related to registration and testing for the Graduate Record Examination (GRE) and Graduate Management Admission Test (GMAT).

International Student and Scholar Services

The Office of International Student and Scholar Services was created to address the needs of an expanding population of international students and scholars on campus. The services are coordinated by the international student advisor and are located in the Center for International Education. The international student advisor provides guidance through the admissions process and grants formal admission to the University.

The international student advisor is the United States Department of Homeland Security-designated school official and provides assistance to students in the completion of the various documents required to gain and maintain official approved status with DHS and DOS. The advisor also assists international students with cultural adjustment as well as personal and academic concerns through individual counseling and/or referral. Orientation to campus and the greater Salisbury area, health and insurance information, academic and personal counseling, as well as providing cultural programs to integrate international and American students are all a part of introducing international students and scholars to their new way of life.

For more information please visit www.salisbury.edu/INTLED/iss.

Multicultural Student Services

The primary function of the Office of Multicultural Student Services is to assist SU's multicultural student population with environmental adjustment tasks. Specifically, this is accomplished by maintaining open lines of communication with faculty and staff, and systematically assessing the needs and campus experiences of the student population.

Services and programs provided reflect Salisbury University's students' interests and concerns, and serve to enhance the intellectual and multi-cultural experiences of all students.

Activities sponsored represent a part of an institutional commitment to create and foster an environment that values diversity while encouraging an appreciation and respect for differences.

For more information visit www.salisbury/edu/students/mulltieth/.

Comprehensive Academic Success Program

Under the auspices of Multicultural Student Services, the Comprehensive Academic Success Program (CASP) offers students academic success by participation in a variety of programs. Multiple academic, social and cultural approaches to student achievement expose students to different avenues to learning and life-long success. CASP is the umbrella for student achievement, faculty and peer mentoring, early warning, African-American visiting scholars, student scholarship and Powerful Connections.

Powerful Connections

Powerful Connections is an intercultural orientation program for students of diverse backgrounds. The program provides opportunities for students to connect with upperclass students of diverse backgrounds through peer mentoring. Peer mentors, as well as Multicultural Student Services and its programs, help new students acclimate to the campus community. Powerful Connections is a vital component for success for new students at Salisbury University. For more information, please visit www.salisbury.edu/multicultural/intercultural.html.

African-American Visiting Scholars Program

This program is an effort on the part of the University to bring to campus African-American scholars from an array of disciplines, exposing the faculty, staff and students to scholars who have made exceptional contributions to academe.

Spirituality Room

The Multicultural/Spirituality Room is available for all faiths as a quiet place for prayer and reflection and is dedicated to nurturing personal and spiritual growth.

Resource Library

The Multicultural Students Resource Room is a repository of books, videos and magazines specifically oriented to a diversity of cultures. Faculty and students use it as a ready resource for research and information. Materials can be checked out by calling the Office of Multicultural Student Services.

Student Disability Support Services

The Office of Student Disability Support Services (OSDSS), located in Guerrieri University Center Room 256, provides guidance, access to resources and accommodations for students with disabilities. Such disabilities could include medical, psychiatric, learning disabilities, mobility, visual and hearing impairments. After a student has self-identified to the OSDSS, by contacting the office directly, they may begin the process of registering with the OSDSS.

Registering for Accommodations

In order to register with the OSDSS, the following steps should be followed:

1. Students provide adequate documentation of their disability for evaluation.
2. Students formally request accommodations by completing intake forms.
3. Students have an intake conference with office personnel.

While students may request accommodations at any time during their enrollment at the University, in order to efficiently meet the needs of our students, it is advisable that students request accommodations a minimum of four weeks prior to the beginning of the academic session for which accommodations are being requested.

For more information, contact the OSDSS at 410-677-6536, TTY: 410-543-6083, nadyer@salisbury.edu or www.salisbury.edu/students/dss/.

Tutoring

The Center for Student Achievement offers tutoring in a variety of subject areas. Tutoring for certain courses is based on demand and resources. Advanced students work with individuals and small groups to increase students' understanding of course material. Similarly, the Mathematics and Computer Science Tutoring Program, located in Henson Science Hall, provides its own tutoring center for students. Tutoring is also available through other departments and opportunities are listed on the CSA's Web site at www.salisbury.edu/achievement/tutoring.html.

Thomas E. Bellavance Honors Program

www.salisbury.edu/honors

The Thomas E. Bellavance Honors Program at Salisbury University offers highly motivated undergraduate students the opportunity to study together in small discussion-oriented classes which encourage and enable them to become independent learners and active seekers of knowledge rather than passive recipients of ideas.

The program gives students courses offering intellectual breadth as well as depth, and cultivates in them a desire for the pleasure of active thinking and learning.

Honors students develop skills, which help them engage in distinctive research and capstone experiences.

Those graduating with a minimum grade point average of 3.5 who have completed the program requirements receive a Bellavance Honors designation on their transcript and diploma.

Freshman Admission

The program seeks applications from all high school students with good grades, a love of learning and an interest in small, interdisciplinary, discussion-based classes. Strong academic performance, leadership and extracurricular interests are all considered in Honors admission. To apply to the Bellavance University Honors Program, students must send an essay best exemplifying their written work to the Honors director.

Transfer and Current Student Admission

SU students possessing a grade point average of 3.50 after taking 48 hours of college credits are eligible for admission to Honors courses and to the Bellavance General Honors Program.

Transfer students coming to SU may apply for admission to the Bellavance General Honors program when they have a total of 48 credits with a minimum grade point average of 3.50.

Transfer students who have been active in an Honors Program at the college from which they transfer are admitted upon request to the Honors program.

For further information, contact the Honors Program director, 410-546-6902 or honorsprogram@salisbury.edu.

Curriculum

The program offers a variety of enhanced courses to satisfy the interests of all Honors students. Enhanced courses meet for three hours a week and are available to all students admitted to the program.

The curricular requirements for both Bellavance University and General Honors programs are noted in this chapter and full University checklists for them can be found at www.salisbury.edu/honors/checklist.html. Full course descriptions for Honors unique topics courses can be found at www.salisbury.edu/honors/courses.html.

Honors Program students must earn a C or better in all courses used to fulfill Honors Program requirements; Honors courses cannot be taken pass/fail.

Honors Courses

▸ HONR 111: Critical Thinking and Writing

Examines processes for developing clear and sound arguments. The course emphasizes critical thinking, debate, information literacy and research skills.

▸ HONR 112: Issues in Social Sciences

This topics course introduces students to fundamental aspects of the social sciences through a study of a particular issue. New topics are offered every semester.

▸ HONR 211: Issues in Humanities

This topics course introduces students to fundamental aspects of the humanities through a study of a particular cultural issue. New topics are offered every semester.

▸ HONR 212: Issues in Natural Sciences

This topics course introduces students to fundamental aspects of the natural sciences through a study of a particular scientific issue. New topics are offered every semester.

▸ HONR 311: Honors Interdisciplinary Seminars

These courses often address topics that transcend individual disciplinary boundaries. Courses are taught by carefully selected professors from a wide variety of disciplines. These seminars appeal to Honors students of all majors. New topics are offered every year.

▸ HONR 312:

In this one-credit independent study course, a student develops a research or creative project suitable for presentation at an undergraduate research conference or equivalent public venue. Students work one-on-one with a faculty mentor from a department of their choosing and with Honors faculty to complete and present this independent project. Honors faculty members assist with arrangements and accompany students to presentations at Honors conferences.

▸ HONR 490: Honors Thesis Preparation

Honors thesis preparation is a one-credit course designed to set up the framework and faculty support for the project. This is a required course for those who wish to complete a thesis.

▸ HONR 495: Honors Thesis

The Honors thesis is generally a four-credit course of independent study with culminates in substantial original research, scholarly or creative work. Students may apply for permission to substitute another department's thesis or independent study course for HONR 495. The thesis must be completed with a grade of B or better to fulfill the Honors program requirement.

Honors Outcomes Portfolio

All Honors students develop an outcomes portfolio by compiling class essays and reflections on campus citizenship in an electronic file.

Study Abroad Option

Three or four credits from an approved study abroad course may take the place of one HONR 311 course.

Curriculum Requirements for Graduating With Bellavance University Honors

Students who enter SU as freshman and transfer students who have been active in a post-secondary Honors program are eligible to participate in Bellavance University Honors.

▸ Four Required Courses:

		Credits
HONR 111	Critical Thinking and Writing (General Education ENGL 103)	4
or		
HONR 211	Issues in Humanities (General Education Group IIIA or IIIC)	4
HONR 112	Issues in Social Sciences (General Education Group IIIB or IIIC)	4
HONR 212	Issues in Natural Sciences (General Education Group IVB)	4
HONR 311	Honors Interdisciplinary Seminar	4

▸ Additional Courses:

Complete two additional courses from Group 1 or Group 2.

Group 1:

		Credits
HONR 311	Honors Interdisciplinary Seminar	4
and		
HONR 312	Honors Research/Creative Project (Students complete a research or creative project in a 300-400-level course of their choosing [this does not have to be an Honors course] and present their project at one of several symposia.)	1

or

Group 2:

		Credits
HONR 490	Honors Thesis Preparation	1
and		
HONR 495	Honors Thesis	3-4

Curriculum Requirements for Graduating With Bellavance General Honors

Transfer and SU students who have completed at least 48 college credits may be eligible to participate in the Bellavance General Honors program.

		Credits
HONR XXX	Elective Class (Choose from HONR 111, 112, 211, 212 or 311)	4
HONR 311	Honors Interdisciplinary Seminar	4
HONR 312	Honors Research/Creative Project	1
HONR 490	Honors Thesis Preparation	1
HONR 495	Honors Thesis	3-4

Honors Courses and General Education Requirements

Honors courses may satisfy some General Education requirements as follows:

HONR 111: Critical Thinking and Writing (satisfies Group IA: ENGL 103)
HONR 112: Issues in Social Sciences (satisfies Group IIIB)
HONR 211: Issues in Humanities (satisfies Group IIIA)
HONR 212: Issues in Natural Sciences (satisfies Group IVB)

▸ General Education Requirements for Honors Students

Group I: English and Literature—two courses

		Credits
A.		
HONR 111	Critical Thinking and Writing	4
B.		
ENGL XXX	Gen. Ed. IB Literature course	4

Group II: History—two courses

A.		
HIST 10X	Gen. Ed. IIA (HIST 101, 102 or 103)	4
B.		
HIST XXX	Gen. Ed. IIB History course	4

Group III: Humanities and Social Sciences—three courses

A.		
HONR 211	Issues in Humanities	4
B.		
HONR 112	Issues in Social Sciences	4
C.		
	Select one course from these areas: Art, Anthropology, Communication Arts, Conflict Analysis and Dispute Resolution, Economics, Human Geography, Modern Languages, Music, Philosophy; Political Science, Psychology, Sociology, Theatre Arts or Dance	3-4

Group IV: Natural Science, Math and Computer Science—four courses

A.		
	Select two courses with labs from at least two of these areas: Biology, Chemistry, Geology or Physical Geography, Physics	8
B.		
HONR 212	Issues in Natural Sciences	4
C.		
	One mathematics course	3

Group V: Health Fitness—one course

PHEC 106	Personalized Health/Fitness	3

Pre-professional Programs

www.salisbury.edu/academic

PRE-LAW PREPARATION

Pre-law Advisor
Roberta Adams, Political Science Department
www.salisbury.edu/politicalscience/prelaw.html

In recent years SU graduates have been admitted to law schools at American University, University of Baltimore, Catholic University, University of Maryland, Penn State University, Villanova, Widener University and others.

SU supports student efforts to achieve careers in law in a variety of ways. As recommended by the American Bar Association, SU supports students to choose a major based on their interests and their abilities. Students gaining admittance to law school are drawn from all areas of the University. While concentrated in the Fulton School's majors, students also come from the Perdue, Henson and Seidel schools.

SU's prelaw program helps all students design their programs to achieve the skills necessary for success on the Law School Admission's Test (LSAT), with the application process and for success in law school. Services provided to assist students include periodic seminars or workshops, a pre-law handbook to guide you through the various phases of your undergraduate career and the application process, and a prelaw advisor who is available for personal consultation if necessary.

All students interested in law school should pursue a general program designed to promote skills in reading, writing, oral communication, organization and management, as well as analytic and problem solving skills. General knowledge about history, including U.S. history, the U.S. political system, mathematical or financial skills, and understanding of human behavior, including cross cultural behavior, is also helpful to law school. SU provides a variety of courses to help you gain these skills and this knowledge base.

In addition to courses that help pre-law students gain skills, students should take courses that intersect their areas of interest and introduce them to the law. These courses can be found in a variety of disciplines to suit student interests. Some examples include:

		Credits
ACCT 248	Legal Environment	3
ACCT 348	Business Law	3
CMAT 438	Mass Communication Law	4
CMAT 440	Media and Criminal Justice	4
EDUC 619	The Law and Public Education	3
POSC 230	Judicial Policy and Process	4
POSC 330	American Constitutional Development	4
POSC 411	International Law	4
POSC 450	Civil Rights and Liberties	4
POSC 460	Environmental Law	4
PSYC 375	Psychology and the Law	4
SOCI 305	Sociology of law	4
SOWK 448	Social Work and the Law	4

Detailed information on applying for admission to law school, the LSAT, and learning about and evaluating law schools is available from the prelaw handbook available on the prelaw Web site and from the pre-law advisor in the Political Science Department.

The University's pre-law advisor also can help you design a program to you particular interests and needs.

HEALTH PROFESSIONS ADVISORY PROGRAM (HPAP)

Diane Davis, Ph.D., MLS(ASCP)^{CM} SLS^{CM} SC^{CM}, Director
Henson School of Science and Technology
www.salisbury.edu/henson/hpap
HPAP@salisbury.edu

Students interested in pursuing careers in the health professions have several options.

Salisbury University has undergraduate majors and programs that lead directly to health care employment. These include:

- Athletic Training
- Medical Laboratory Science
- Nursing
- Respiratory Therapy

Health-related majors and programs include:

- Community Health (a track within Health Education)
- Health Education
- Exercise Science
- Social Work

Students who do not plan on going directly into health care but are interested in post-graduate study in schools for medicine, dentistry, veterinary medicine, physical therapy, pharmacy, physician's assistant, podiatry, optometry, et.al., choose any major at SU that most appeals to them and work with the Health Professions Advisory Program (HPAP) in selecting courses that will prepare them for their healthcare post-graduate study. Students who are in undergraduate majors leading directly to healthcare employment but who also plan on post-graduate professional schools can simultaneously complete professional school requirements and should seek counsel from the HPAP.

Admission to post-graduate health professions schools is highly competitive, and the HPAP structure is designed to help students plan ahead for required courses, choose electives that are beneficial to their career goals and prepare for entrance exams (such as MCAT, PCAT, DAT, etc.). Students who maintain high GPAs and show evidence of relevant extracurricular activities—such as clinical exploration experiences, actual clinical hours, research, community service learning, student clubs and organizations, and athletics—have been successful in being admitted to the post-graduate programs.

Students are responsible for determining what the entrance requirements are for the schools in which they are interested. The HPAP issues standard advice based on what is typical at most professional schools. The HPAP maintains the current best standard advice on its Web site, www.salisbury.edu/henson/hpap, for the most popular health professions and lists Web sites for accredited programs in various disciplines. The pre-health core curriculum is available on the Web site.

An active support structure exists at SU to help students make sound academic and personal plans that will allow those who achieve high academic standards to succeed in many health care professions or find alternatives that are equally rewarding.

Military Science

AIR FORCE ROTC

Salisbury University students who desire to earn appointments as commissioned officers in the United States Air Force are afforded the opportunity to participate in the ROTC program through a cross-town agreement between the University of Delaware and Salisbury University. The selection and instruction of applicants is the full duty of the University of Delaware. Interested applicants should contact the Air Force ROTC Office at 302-831-2863 or visit www.udel.edu/afrotc/. On-campus questions can be referred to the Seidel School Dean's Office at 410-543-6290.

Course Requirements

All military science courses are approved as elective credit toward graduation.

Complete the following course requirements:

		Credits
AFSC 110	Foundations of the U.S. Air Force I	1
AFSC 111	Foundations of the U.S. Air Force II	1
AFSC 150	Initial Military Training I	0
AFSC 151	Initial Military Training II	0
AFSC 210	Evolution of USAF Air and Space Power I	1
AFSC 211	Evolution of USAF Air and Space Power II	1
AFSC 250	Field Training Preparation I	0
AFSC 251	Field Training Preparation II	0
AFSC 310	Air Force Leadership Studies I	2
AFSC 311	Air Force Leadership Studies II	2
AFSC 350	Professional Officer Training I	0
AFSC 351	Professional Officer Training II	0
AFSC 410	Air Force Leadership Studies and Preparation for Active Duty I	2
AFSC 411	Air Force Leadership Studies and Preparation for Active Duty II	2
AFSC 450	Professional Officer Training III	0
AFSC 451	Professional Officer Training IV	0

ARMY ROTC

A cross-town agreement between the University of Delaware and Salisbury University provides the opportunity for SU students to participate in the University of Delaware Army ROTC (Reserve Officer Training Corps) program. This program provides students the opportunity to take courses in leadership and management through the University of Delaware and apply those credits as electives to an SU degree. As enrollment targets are met, these courses will be offered on the SU campus for SU credit. Information regarding the program can be found on the University of Delaware Web site at www.udel.edu/armyrotc or from the Seidel School Dean's Office at 410-543-6290.

Course Requirements

All military science courses are approved as elective credit toward graduation.

1. Complete basic course requirements:

		Credits
MLSC 105	Introduction to Leadership I	1
MLSC 106	Introduction to Leadership II	1
MLSC 205	Basic Leadership I	1
MLSC 206	Basic Leadership II	1

2. Complete advanced course requirements:

		Credits
MLSC 305	Tactical Leadership I	2
MLSC 306	Tactical Leadership II	2
MLSC 405	Advanced Leadership I	2
MLSC 406	Advanced Leadership II	2

Undergraduate Minors

www.salisbury.edu/checklists

MINORS

Salisbury University provides undergraduates with an opportunity to develop special competencies in a variety of areas outside their major fields of study. The University minor requires the completion of at least 18 credits with grades of C or better. At least 15 credits applied toward the minor must be coursework which is not used to satisfy General Education requirements, and at least nine credits must be earned at the University.

Salisbury University offers the following minors:

Accounting
Actuarial Science
American Studies
Anthropology
Art
Athletic Coaching
Biology
Business Administration (4+1)
Business and Professional Writing
Chemistry
Clinical Biochemistry
Clinical Hematology
Clinical Microbiology
Conflict Analysis and Dispute Resolution
Communication Arts
Comparative Literature
Computer Science
Creative Arts
Dance
Earth Science
East Asian Studies
Economics
English
English to Speakers of Others Language (ESOL)
Environmental and Land Use Planning
Environmental Studies
Ethnic and Intercultural Studies
European Studies
Exercise Science
Film
Finance
French
Gender Studies
Geographic Information Science
Geography
German
Gerontology
Health
History
Information Systems
International Studies
Latin American Studies
Marketing Management
Mathematics
Middle School Science Education
Music
Outdoor Education Leadership
Philosophy
Physics
Political Science
Psychology
Religious Studies
Social Studies
Sociology
South Asian Studies
Spanish
Statistics
Theatre
Transfusion Services/Blood Bank

Accounting

For more information see the Perdue School advising coordinator.

Students not majoring in accounting may minor in accounting.

This program provides students with a basic core accounting background. For non-accounting business majors, the minor would provide excellent credentials for those seeking careers in organizations or occupations where a background in accounting and budget administration is important. In addition, the minor could be utilized by non-accounting business majors to fulfill the necessary accounting prerequisites for entry into the accounting track of the M.B.A. program at SU. By selecting the appropriate accounting electives in the minor and in the M.B.A. program, these students would satisfy both the current course requirements and the current credit hour requirements established by the state of Maryland to sit for the CPA exam. The minor would also be useful for non-accounting majors seeking other prestigious certifications such as the CFM (Certificate in Financial Management).

The minor in accounting could be utilized by non-business majors in establishing credentials for their careers. The minor in accounting consists of 18 credits, any of which may be used to fulfill other Perdue School requirements. Nine of the 18 credits must be completed at SU and at least 15 credits applied toward the minor cannot be used to satisfy General Education requirements. All courses in the minor must be completed with a C or better. Only those courses listed as fulfilling the minor are accepted.

1. Required accounting courses:

		Credits
ACCT 201	Introduction to Financial Accounting	3
ACCT 202	Introduction to Managerial Accounting	3
ACCT 302	Cost Accounting I	3
ACCT 304	Intermediate Accounting I	3

2.Required accounting elective, one course from the following:

		Credits
ACCT 305	Intermediate Accounting II*	3
ACCT 341	Federal Income Tax Accounting: Personal	3
ACCT 420	Accounting Information Systems	3
ACCT 430	International Accounting	3
ACCT 435	Accounting in its Global Setting	3

* Students must pass the Accounting Admission Test (AAT) prior to enrolling in ACCT 305.

3. Required elective, one course from the following:

		Credits
FINA 104	Personal Finance	3
FINA 311	Financial Management	3
MGMT 320	Management and Organizational Behavior	3
INFO 211	Information Systems Concepts	3

The accounting minor is open to any non-accounting major at SU.

Accounting minors must register in advance with the director of academic service in the Perdue School.

Actuarial Science

For more information see the Mathematics and Computer Science Department.

The minor in actuarial science consists of 21-23 credits and requires completion of the six courses listed with a grade of a C or better. In addition, at least 15 credit hours of the minor must consist of courses not used to satisfy General Education requirements, and at least three courses must be taken at Salisbury University

		Credits
MATH 201*	Calculus	4
or		
MATH 160*	Applied Calculus	3
MATH 215	Introduction to Financial Mathematics	4
or		
FINA 311	Financial Management	3
MATH 202	Calculus II	4
MATH 310	Calculus III	4
MATH 413	Mathematical Statistics I	3
MATH 415	Actuarial and Financial Models	4

• MATH 201 is preferred over MATH 160 because it makes the transition to MATH 202 smoother.

American Studies

For more information see the History Department.

This minor is administered jointly by the History and English departments. The minor consists of five courses. Only one course may be used to satisfy General Education requirements and at least three courses must be completed at SU. All courses applied toward the minor must be completed with grades of C or better.

1. Complete the following core:

		Credits
HIST 412	Social and Cultural History of the United States I (1600-1875)	4
HIST 413	Social and Cultural History of the United States II (1876-present)	4
HIST 375	Topics in American Studies (also cross listed as ENGL 300—Studies in English)	4

2. Select two courses from the following:

		Credits
ENGL 480	Colonial American Literature	4
ENGL 481	The American Renaissance	4
ENGL 484	American Novel I: Beginnings to 1900	4
ENGL 485	American Novel II: 1900-1945	4
ENGL 486	American Novel III: 1945 to Present	4

Anthropology

For more information see the History Department.

Students must complete five courses in anthropology and related disciplines with grades of C or better. Only one course may be used to satisfy General Education requirements and at least three courses must be completed at SU. For more information, contact the Department of History. The minor requires the following coursework:

1. Complete four courses from the following list; one course must be at the 300- or 400-level:

		Credits
ANTH 100	Cultural Anthropology and Linguistics	4
ANTH 102	Biological Anthropology and Archaeology	4
ANTH 200	Topics in Anthropology	4
ANTH 201	Cultural Anthropology Survey	4
ANTH 202	Archaeology Survey	4
ANTH 215	Religion, Magic and Witchcraft	4
ANTH 301	Cultural Anthropological Method and Theory	4
ANTH 302	Archaeological Method and Theory	4
ANTH 410	Archaeological Field Methods	6
ANTH 459	Seminar in Anthropology	4

2. Select one additional course from the following list:

		Credits
BIOL 215	Anatomy and Physiology I	4
CMAT 300	Intercultural Communication	4
ENGL 240	Introduction to the Study of Language	4
GEOG 101	World Geography: Europe and Asia	3
GEOG 102	World Geography: Africa and Americas	3
GEOG 105	Introduction to Physical Geography	4
GEOL 103	Introduction to Physical Geology	4
HIST 395	Material Culture Studies in American History	4
HIST 472	Studies in Classical Archaeology	4
HIST 473	Roman Archaeology	4
HIST 475	Greek Archaeology	4
HIST 480	Museum Studies	4
POSC 210	Introduction to International Relations	4
SOCI 210	Introduction to Global Sociology	4

Art

For more information see the Art Department.

At least four courses of the work applied toward the minor must consist of courses which are not used to satisfy General Education requirements and at least two of these courses must be earned at the University. Grades of C or better are required in all courses applicable to the minor.

The minor in studio art has the following requirements:

1. Complete the following three courses:

		Credits
ART 121	Design Principles	4
ART 130	Drawing I	4
ART 201	Introduction to Art History	4

2. Take two additional art courses.

Athletic Coaching

For more information see the Health and Sport Sciences Department.

The minor in athletic coaching is designed to prepare individuals for coaching sports teams in either public schools or in the community. Students seeking a minor in athletic coaching must complete the 20 credit hours of coursework listed here with grades of C or better. At least 15 credits must consist of courses which are not used to satisfy General Education requirements and at least nine of these credits must be earned at Salisbury University.

1. Required courses include (17 credit hours):

		Credits
EXSC 213	Injury Prevention and Emergency Management	4
EXSC 250	Strength Training and Program Design	4
PHEC 330	Athletic Coaching	3
PHEC 331	Coaching Youth Sports	3
PHEC 451	Psychosocial Aspects of Physical Education	3

2. Complete one of the following courses (3 credit hours):

		Credits
CADR 200	Foundations of Conflict and Conflict Resolution	4
CMAT 100	Fundamentals of Communication	4
PSYC 101	General Psychology	4

Biology

For more information see the Biology Department.

The minor in biology consists of a minimum of 19 credit hours. Required courses include BIOL 210 and two of the following courses: BIOL 211, BIOL 212 and BIOL 213. The seven hours of additional requirements need to be above the 100 level with at least three hours at the 300/400 level. Approved courses include all biology courses at or above the 200 level, except BIOL 205, BIOL 214, BIOL 217, BIOL 219, BIOL 416, BIOL 419 and BIOL 450, and may include ENVH 210, ENVH 301 and ENVH 302. Students must earn minimum grades of C in all courses they use for the minor. The University requires that at least 15 hours of the work applied toward the minor must consist of courses that are not used to satisfy General Education requirements, and at least nine of these hours must be credits earned at the University. Biology majors are ineligible to earn a biology minor.

Business Administration (4+1)

For more information see the Perdue School advising coordinator.

Students not majoring in accounting, business administration, finance, management, marketing or information systems may minor in business administration.

This program provides general exposure to business administration. It is intended to help prepare non-business majors for employment in business organizations or to gain entrance into M.B.A. programs. Students who complete the appropriate electives within the business administration minor within the baccalaureate programs and meet M.B.A. program admissions standards can obtain the Perdue School M.B.A. degree in as little as one calendar year of graduate study (i.e., 4+1 program). Perdue School M.B.A. program prerequisite courses are listed in the section following the business administration minor requirements. Students intending to pursue M.B.A. programs at other institutions should consult the entrance requirements of the schools they expect to attend. At least 15 credits of coursework applied toward the minor cannot be used to satisfy General Education requirements and at least nine credits must be completed at SU. All courses applied toward the minor must be completed with grades of C or better.

1. Required lower division courses (9 hours):

		Credits
MATH 155	*Modern Statistics with Computer Analysis	3
ACCT 201	Introduction to Financial Accounting	3
ECON 150	*Principles of Economics	3
or		
ECON 211	*Micro-Economics Principles	3

* MATH 155, 201, ECON 150, 211 or 212 may be used to satisfy General Education requirements

2. Required upper division courses (6 hours):

		Credits
MGMT 320	Management and Organizational Behavior	3
MKTG 330	Principles of Marketing Management	3

3. Electives (9 hours). Select three of the following:

		Credits
INFO 281	***Intermediate Business Statistics	3
or		
MATH 201	Calculus I	3
FINA 311	Financial Management	3
INFO 326	Operations Management	3
ACCT 202	Introduction to Managerial Accounting	3
ECON 212	**Macro-Economics Principles	3
INFO 211	Information Concepts for Management	3

** May not take ECON 212 if ECON 150 is taken as the required lower division economics course

*** Students selecting INFO 281 must complete MATH 160 prior to INFO 281.

Students in the 4+1 program should select the following courses toward the business administration minor. These include all undergraduate courses required for admission to the Perdue School M.B.A. program.

4. Required lower division courses (15 hours):

		Credits
MATH 155	*Modern Statistics with Computer Analysis	3
MATH 160	Introduction to Applied Calculus	3
or		
MATH 201	Calculus I	4
INFO 281	***Intermediate Business Statistics	3
ACCT 201	Introduction to Financial Accounting	3
ECON 150	*Principles of Economics	3
or		
ECON 211	*Micro-Economics Principles	3

* MATH 155, 201, ECON 150, 211 may be used to satisfy General Education requirements

*** Must complete INFO 111 and MATH 160 or MATH 201 prior to INFO 281.

5. Required upper division courses (12 hours):

		Credits
FINA 311	Financial Management	3
MGMT 320	Management and Organizational Behavior	3
INFO 326	Operations Management	3
MKTG 330	Principles of Marketing Management	3

Students who complete the courses above within their baccalaureate program and meet M.B.A. program admissions standards can obtain the Perdue School M.B.A. degree in as little as one calendar year of graduate study (i.e., 4+1 program). Student desiring to pursue the 4+1 program should consult the director of the M.B.A. program as early as possible.

Business and Professional Writing

For more information see the English Department.

Students must complete four courses in the department beyond the courses used to fulfill General Education requirements (ENGL 103 with a C or better and the General Education literature course). At least three of the English courses beyond ENGL 103 used for the minor must be taken at SU. A grade of C or better is required in courses for the minor.

Fulfill the following beyond the literature requirement:

1. Complete the following courses:

		Credits
ENGL 305	Technical Writing and Editing	4
ENGL 467	History and Theory of Rhetoric	4
or		
ENGL 464	Rhetorical Criticism	4

2. Select two courses from the following

		Credits
ENGL 302	Internship	4
ENGL 306	Writing for the Disciplines	4
ENGL 307	Writing for the World Wide Web	4
ENGL 308	Composition III	4
ENGL 455	Nonfiction Workshop	4
ENGL 464	Rhetorical Criticism	4
ENGL 467	History and Theory of Rhetoric	4
ENGL 495	Topics in Writing and Rhetoric	4

Students may not use courses to satisfy requirements in both the minor and major programs of study in English.

Chemistry

For more information see the Chemistry Department.

A chemistry minor is available for students in other majors seeking official recognition for courses taken in chemistry. At least 15 hours of this work must consist of courses which are not used to satisfy General Education requirements and at least nine of these hours must be credits earned at the University. Grades of C or better are required in all courses applicable to the minor. Specific requirements for the minor are as follows:

1. Complete the following core:

		Credits
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
CHEM 221	Organic Chemistry I	4
CHEM 222	Organic Chemistry II	4

2. Choose at least three credit hours in chemistry from the 300 or 400 level.

Clinical Biochemistry

For more information see the Medical Laboratory Science Program in the Health Sciences Department.

Students from other science majors such as biology or chemistry are encouraged to seek permission to take courses for a minor if they have an interest in clinical laboratory medicine. Students must complete 26 hours with grades of C or better. At least 15 hours of work applied toward the minor must consist of courses which are not used to satisfy General Education requirements. At least nine of these hours must be credits earned at the University.

Complete the following courses:

		Credits
BIOL 215	Anatomy and Physiology I	4
BIOL 216	Anatomy and Physiology II	4
MDTC 101	Safety in the Biological, Chemical and Clinical Lab	1
MDTC 300	Principles of Medical Laboratory Science	4
MDTC 331	Diagnostic Immunology	4
MDTC 341	Clinical Biochemistry I	5
MDTC 441	Clinical Biochemistry II	4

Clinical Hematology

For more information see the Medical Laboratory Science Program in the Health Sciences Department.

Students from other science majors such as biology or chemistry are encouraged to seek permission to take courses for a minor if they have an interest in clinical laboratory medicine. Students must complete 25 hours with grades of C or better. At least 15 hours of work applied toward the minor must consist of courses which are not used to satisfy General Education requirements. At least nine of these hours must be credits earned at the University.

Complete the following courses:

		Credits
BIOL 215	Anatomy and Physiology I	4
BIOL 216	Anatomy and Physiology II	4
MDTC 101	Safety in the Biological, Chemical and Clinical Lab	1
MDTC 300	Principles of Medical Laboratory Science	4
MDTC 301	Hematology I	4
MDTC 331	Diagnostic Immunology	4
MDTC 401	Hematology II	4

Clinical Microbiology

For more information see the Medical Laboratory Science Program in the Health Sciences Department.

Students from other science majors such as biology or chemistry are encouraged to seek permission to take courses for a minor if they have an interest in clinical laboratory medicine. Students must complete 25 hours with grades of C or better. At least 15 hours of work applied toward the minor must consist of courses which are not used to satisfy General Education requirements. At least nine of these hours must be credits earned at the University.

Complete the following courses:

		Credits
BIOL 215	Anatomy and Physiology I	4
BIOL 216	Anatomy and Physiology II	4
MDTC 101	Safety in the Biological, Chemical and Clinical Lab	1
MDTC 300	Principles of Medical Laboratory Science	4
MDTC 311	Clinical Microbiology I	4
MDTC 331	Diagnostic Immunology	4
MDTC 411	Clinical Microbiology II	4

Communication Arts

For more information see the Communication Arts Department.

Students must complete five communication arts courses with grades of C or better. Only one course may be used to satisfy General Education requirements and at least two courses must be taken at SU. The requirements are as follows:

1. Complete the following core courses:

		Credits
CMAT 101	Introduction to Human Communication Studies	4
CMAT 102	Introduction to Mass Communication	4

2. Complete three additional communication arts courses, two of which must be 300/400 level.

Comparative Literature

For more information see the Modern Languages and Intercultural Studies Department.

The minor in comparative literature consists of 18 hours of coursework. Only one course may be used to meet a General Education Requirement and at least two courses must be completed at SU. All courses must be completed with a grade of C or better. Additional information is available from the Department of Modern Languages.

1. Complete the following prerequisite:

		Credits
ENGL 103	Composition and Research	4

2. Select six credit hours from the following list of courses:

		Credits
ENGL 363	World Literature I	4
ENGL 364	World Literature II	4
ENGL 366	World Mythology	4

3. Select nine credit hours from the following list of courses, with at least three hours in French literature and three hours in Spanish literature:

		Credits
FREN 350	Masterpieces of French Literature I	4
FREN 351	Masterpieces of French Literature II	4
GERM 350	German Short Story	4
SPAN 330	Topics in Hispanic Literature in Translation	4

Computer Science

For more information see the Mathematics and Computer Science Department.

The minor in computer science requires completion of the following courses with grades of C or better: COSC 120, 220, 250 and two upper-level COSC electives (other than COSC 380, 390 or 495). One INFO, MATH or PHYS course, which may count toward the computer science major, may be substituted for one of these electives. At least 15 credit hours of the minor must consist of courses not used to satisfy General Education requirements, and at least nine credit hours must be earned at Salisbury University.

Conflict Analysis and Dispute Resolution

For more information see the Conflict Analysis and Dispute Resolution Department.

This minor is an interdisciplinary program housed in the Conflict Analysis and Dispute Resolution Department. The minor involves the completion of five courses, at least three courses must be coursework that was not used to satisfy General Education requirements, at least two courses must be completed at SU and all courses applied toward the minor must be completed with grades of C or better. Students enrolled in the program will complete a minimum of three CADR courses. Individual directed-study courses from various majors may be utilized with the approval of the minor advisor.

1. Complete the following core:

		Credits
CADR 200	Foundations of Conflict and Conflict Resolution	4

2. Complete two upper-level CADR courses (300/400 level):

		Credit
CADR 300	Theories of Conflict and Conflict Resolution	4
CADR 301	International Conflict and Conflict Resolution	4
CADR 302	Cross-Cultural Conflict Analysis and Intervention	4
CADR 303	Studies in Conflict Analysis and Dispute Resolution	4
CADR 400	Practicum and Internship	3-4
CADR 401	Dispute Systems Design	4
CADR 403	Resolving Environmental Conflict	4
CADR 404	Negotiation and Conflict Management in Business	4
CADR 405	Special Topics	4

3. Select two courses of electives:

		Credits
CADR 225	Sociology of Conflict and Nonviolence	4
CMAT 300	Intercultural Communications	4
CMAT 307	Interpersonal Conflict	4
CMAT 310	Small Group Discussion	4
HIST 225	The Holocaust: Extermination of the European Jews	4
HIST 308	Sectional Conflict and Civil War	4
HIST 376	Violence and Non-Violence in America	4
HIST 389	U.S. Environmental History	4
PHIL 301	Violence and Nonviolence	4
POSC 213	War and Peace in the Middle East	4
POSC 370	Democracy	4
POSC 409	Causes of War	4
POSC 450	Civil Rights and Liberties	4
SOCI 201	Social Problems	4
SOCI 319	Globalization and Social Change	4
SOCI 320	Social Movements	4
SOCI 390	Sociology of the Environment	4

Creative Arts

For more information contact the creative arts minor coordinator in the Teacher Education Department.

The minor in creative arts is an interdisciplinary program of study that provides students the opportunity to develop an experiential and conceptual foundation in dance, music, theatre and the visual arts. The minor requires the completion of five courses for a minimum of 18 credits; at least four courses must consist of courses not used to satisfy General Education requirements and at least nine credits must be completed at SU. There must be at least three hours from each of the four disciplines. Education majors have the option of using ELED 317, Creative Arts, toward the five-course (18 credit) total for the minor. All courses must be completed with grades of C or better.

1. Select a minimum of three credits from each of the following clusters of courses:

Art

		Credits
ART 104	Art Appreciation	4
ART 121	Design Principles	4
ART 130	Drawing I	4
ART 201	Introduction to Art History	4
ART 215	Ceramics I	4
ART 229	Photography I	4

Dance

		Credits
DANC 106	Dance Company (by audition)	1
DANC 162	Creative Modern Dance I	4
DANC 202	Dance Appreciation	4

Music

		Credits
MUSA	100, 102, 104, 105, 106, 107, 131 (ensembles)	1-3
MUSA	108, 205, 206, 209, 210 (group voice/ instrumental instruction)	1-3
MUSC 202	Introduction to Music Technology	4
MUSC 220	Introduction to Music of the World	4
MUSC 221	Blues: Roots of Rock and Roll	4
MUSC 222	Popular Music After 1945	4
MUSC 225	Music and Landscapes	4
MUSC 230	Music for Children	4

Theatre

		Credits
THEA 110	Technical Production	4
THEA 126	Costuming and Theatre Crafts	4
THEA 130	Elements of Voice and Diction	4
THEA 300	History of Theatre I	4
THEA 327	Readers' Theatre	4
THEA 430	Accents and Dialects	4
THEA 456	Techniques of Children's Theatre	4

2. Education majors must complete the following course:

		Credits
ELED 317	Creative Arts Instruction	3

Dance

For more information contact the Theatre and Dance Department.

The dance minor is designed for students who wish to experience dance as an art form and develop appreciation, technique and teaching competencies. Students must complete five courses with grades of C or better. Only one course may be used to meet a General Education requirement and at least two courses must be completed at SU.

Minor Requirements

1. Complete the following core course:

		Credits
DANC 202	Dance Appreciation	4

2. Complete four courses from the following:

		Credits
DANC 162	Creative Modern Dance I	4
or		
DANC 262	Creative Modern Dance II	4
DANC 167	Ballet I	4
or		
DANC 267	Ballet II	4
DANC 168	Jazz Dance	4
or		
DANC 268	Musical Theatre Dance	4
DANC 360	Dance Teaching	4

Earth Science

For more information see the Geography and Geosciences Department.

This minor consists of at least 18 credit hours, completed with grades of C or better, at least 15 hours of which are credits not applied toward General Education and at least nine of these hours must be credits earned at Salisbury University. Geography majors are not eligible to earn a minor in earth science. Instead, they may complete the Physical Geography Track within the geography major. For more information contact the Department of Geography and Geosciences.

1. Complete the following core:

		Credits
GEOG 104	Earth and Space Science	4
or		
GEOG 105	Introduction to Physical Geography	4
or		
GEOG 150/ BIOL 150	Environmental Science: Concepts and Methods	4
GEOL 103	Introduction to Physical Geology	4
GEOG 201	Weather and Climate	4

2. Complete two of the following courses:

		Credits
GEOG 311	Coastal Processes	3
GEOG 312	Severe and Hazardous Weather	3
GEOG 316	Biogeography	3
GEOG 401	Soil, Water and Environment	3
GEOG 410	Meteorology	3
GEOG 411	Geomorphology	3
GEOG 412	Weather Forecasting and Analysis	3
GEOG 413	Applied Climatology	3
GEOL 206*	Historical Geology	4
GEOL 405	Environmental Geology	3

* Highly recommended for education majors.

East Asian Studies

For more information see the Political Science Department.

The East Asian studies minor is an interdisciplinary area studies program with a study abroad requirement, as well as the opportunity to complete most of the minor via a semester abroad program at a foreign SU partner institution.

Requirements of the minor are the following:

1. Complete a minimum of five of the following courses. Within the minimum five courses:
   a. Complete two language courses (see details that follow).
   b. Complete the other minor courses by taking three of the courses listed for the areas of "Social Sciences" and "Fine Arts/Humanities" (students must take at least one course in each of these two areas).

East Asian Language Studies

Complete a minimum of two semesters of study of one East Asian language or demonstrate equivalent language knowledge at the "Novice Mid" level via the Oral Proficiency Interview (OPI).

Social Sciences

		Credits
ANTH 200*	Topics in Anthropology	4
ENVR 150*	Environmental Perspectives	4
GEOG 101	Europe and Asia	4
HIST 362**	Chinese Civilization	4
HIST 363	Japanese Civilization	4
HIST 364	Modern Japan	4
HIST 460	History of China Since 1800	4
POSC 220	Comparative Politics of East Asia	4
POST 420	Politics of China	4
SOCI 301*	Studies in Sociology	4

Fine Arts/Humanities

		Credits
ART 391*	Special Topics in Art History	4
ENGL 399*	International Studies in Literature	4
MDFL 248***	Studies in Contemporary Cultures: China	4
MUSC 210*	Special Topics in Music	4
MUSC 316*	Topics in Music History	4
PHIL 312	Introduction to Asian Philosophy	4
PHIL 323	Buddhist Philosophy	4

*When offered with an East Asian-focused topic.
**Offered both on the SU campus and via the Salisbury Abroad: China semester program.
***Offered exclusively on the Salisbury Abroad: China semester program.

2. At least one course for the minor must be completed while studying in an East Asian country. No more than nine transfer credits may count toward the minor. (Note: Students may count four courses/16 credits completed via the semester-long Salisbury Abroad: China program toward the minor, as these are not transfer credits, but SU courses executed abroad via SU's partner institution in Anquing, China.)
3. Earn grades of C or better in all courses taken for the minor.
4. No more than one course in the minor may be used to satisfy General Education requirements.

Economics

For more information see the Perdue School advising coordinator.

Students not majoring in economics may minor in economics. The minor consists of 18 credits, 15 of which cannot be used to satisfy General Education requirements. A minimum of nine credits must be taken at Salisbury University. Each course in the minor must be completed with grades of C or higher.

A minor in economics consists of the following 18 hours of coursework completed with grades of C or better, at least 15 hours of which are credits not applied toward General Education or Perdue School major requirements and at least nine credits earned at SU:

1. Complete the following core:

		Credits
ECON 211	*Micro-Economic Principles	3
ECON 212	*Macro-Economic Principles	3
ECON 305	Intermediate Macro-Economic Theory	3
or		
ECON 306	Intermediate Micro-Economic Theory	3

* business, accounting and information systems majors can count only one of these courses toward the minor; therefore, they must have four, rather than three economics electives

2. Select three electives (four electives for business administration, finance, marketing, management, accounting or information systems majors) from 300/400-level economics courses.

English

For more information see the English Department.

Students must complete four courses in the department beyond the courses used to fulfill General Education requirements (ENGL 103 with a C or better and the General Education literature course). At least three of the English courses beyond ENGL 103 used for the minor must be taken at SU. A grade of C or better is required in courses for the minor.

Students may not use courses to satisfy requirements in both the minor and major programs of study in English.

English to Speakers of Other Languages (ESOL)

For more information see the English Department.

Students must complete four courses in the department beyond the courses used to fulfill General Education requirements (ENGL 103 with a C or better and the General Education literature course). At least three of the English courses beyond ENGL 103 used for the minor must be taken at SU. A grade of C or better is required in courses for the minor.

Fulfill the following beyond the literature requirement:

1. Select four courses among the following

		Credits
ENGL 240	Introduction to the Study of Language	4
or		
ENGL 430	Principles of Linguistics	4
ENGL 428	ESOL Tests and Measurements	4
ENGL 432	Literacy and ESOL Reading	4
ENGL 433	Language and Culture	4
ENGL 434	Literacy and ESOL Writing	4
ENGL 438	Bilingualism	4
ENGL 439	Second Language Acquisition	4
ENGL 447	Current Approaches to ESOL Instruction	4
ENGL 491	Topics in Linguistics and Language Learning	4

Students may not use courses to satisfy requirements in both the minor and major programs of study in English.

Environmental and Land Use Planning

For more information see the Geography and Geosciences Department.

This minor provides an opportunity for students interested in environmental issues and problems to complement their major, further strengthen and diversify their undergraduate education, and enhance the range of career opportunities available upon graduation. This minor specifically emphasizes the application of scientific procedures and technological skills to solve environmental land use problems.

Salisbury University requires that at least 15 hours of work applied toward a minor must consist of courses not used to satisfy General Education requirements and at least nine of these hours must be credits earned at the University. In addition, a grade of C or better is required in all courses applicable to the minor. Geography and geosciences majors cannot receive credit for a minor in environmental and land use planning. Instead, they may complete the Environmental and Land Use Planning Track within the geography and geosciences major. For more information contact the Department of Geography and Geosciences.

Successful completion of the minor requires the following:

1. Complete the following core:

		Credits
GEOG 308	Principles of Planning	3
GEOG 408	Urban Planning	3

2. Complete at least two courses from the following:

		Credits
GEOG 328	Applied Planning	3
GEOG 402	Environmental Planning	3
GEOG 404	Rural Geography and Land Use	3
GEOG 406	Regional Planning	3
GEOG 416	Smart Growth	3

3. Complete at least two courses from the following:

		Credits
GEOG 325	Conservation and Resource Management	3
GEOG 401	Soil, Water and the Environment	3
GEOG 403	Environmental Hazards	3
GEOG 417	Water Resources	3
GEOL 405	Environmental Geology	3

Environmental Studies

For more information see the Environmental Studies Department.

This minor consists of 18 credits. At least 15 hours of the work applied toward the minor must consist of courses which are not used to satisfy General Education requirements and at least nine of these hours must be credits earned at the University. Grades of C or better are required in all courses applicable to the minor. Many of the courses approved for use within the minor have prerequisites. Special topics courses which are applicable to the minor may sometimes be offered through a variety of disciplines. The internship is optional, but highly recommended. Interested students should begin planning for the internship early by discussing it with their major advisor. For more information and for specific course approvals, contact the minor coordinator.

I. Core Natural Science
(select at least one course)

		Credits
BIOL 310	Ecology	4
BIOL 150/ GEOG 150	Environmental Science:Concepts and Methods	4
ENVR 102	Introduction to Sustainability	3

II. Core History or Philosophy
(select at least one course)

		Credits
ENVR 205	Art, Nature, Culture	4
HIST 386	Wilderness and U.S. Culture, 1492-Present	4
HIST 389	U.S. Environmental History	4
HIST 392	Global Environmental History	4
HIST 483	Environmental History of Delmarva	4
PHIL 306	Animals and Ethics	4
PHIL 318	Environmental Responsibility	4

III. Core Social Science
(select at least one course)

		Credits
CADR 403	Resolving Environmental Conflicts	4
ECON 415	Environmental and Natural Resource Economics	3
ENVR 210	Principles of Environmental Economics	4
ENVR 300	Environment and Society: Methods and Analysis	4
POSC 360	Environmental Policy	4
POSC 460	Environmental Law	4
SOCI 390	Sociology of the Environment	4

IV. Additional Courses
Take additional courses from the preceding cores or from the following list:

		Credits
CMAT 444	Environmental Communication	3
ENGL 347	The Wilderness in Literature	4
ENGL 348	Nature in Literature	4
ENVR 150	Environmental Perspectives (or other approved* interdisciplinary course)	3
ENVR 305	Topics in the Humanities/Social Sciences	4
ENVR 350	Topics in the Natural Sciences	4
ENVR 460	Topics in Chesapeake Bay Studies	3-4
ENVR 480	Internship in Environmental Studies (or other approved* internship course)	3
ENVR 495	Environmental Field Studies	3-4
GEOG 219	Map Interpretation and Analysis	3
GEOG 401	Soil, Water and the Environment	3
PHEC 370	Camp Leadership and Management	3
PSYC 409	Environmental Psychology	4

* Approval should be requested from the coordinator of the minor prior to the beginning of the course.

Ethnic and Intercultural Studies

For more information see the Sociology Department.

The minor in ethnic and intercultural studies offers students the opportunity to study other cultures and social groups in a variety of ways. The minor consists of five courses, two courses selected from the required core group and an additional three courses selected from any one of the three tracks (United States minorities, cultural area studies and intercultural studies) or from all courses listed for a more general minor. No more than two courses from any one department may be used to complete the minor.

Only one course may be used to meet a General Education requirement and at least two courses must be completed at SU. All courses applicable to the minor must be completed with grades of C or better. Additional information is available from the Department of Sociology.

1. Complete two courses from the following core requirements, select one course from each group:

		Credits
Group 1:		
CMAT 300	Intercultural Communication	4
ENGL 433	Language and Culture	4
PHIL 209	Philosophy and Culture	4
PSYC 410	Multicultural Issues in Psychology	4
Group 2:		
HIST 387	Racism and Discrimination	4
HIST 440	Minority Groups in United States History	4
SOCI 250	Race Relations in Global Perspective	4
SOCI 331	Racial and Cultural Minorities	4

2. Select three courses from the courses not chosen in number one and from any of the courses that can be used to satisfy the ethnic and intercultural studies major. Select three courses from one track or select three courses from all courses listed for a more general minor. Courses selected to complete the core may not be used to complete the track requirements. However, courses not selected to complete the core requirements may be used to complete the track requirements. No more than two courses from one department may be used to complete the minor. Special topics courses that address the goals of the minor may be eligible for minor credit with approval by the minor coordinator.

United States Minorities

		Credits
ENGL 338	Literature of the Queer	4
ENGL 383	African-American Literature	4
ENGL 384	Native American Literature	4
ENGL 385	Ethnic Literature in America	4
HIST 440*	Minority Groups in United States History	4
HIST 444	African-American History to 1865	4
HIST 445	African-American History from 1865	4
HIST 446	Readings in African-American History	4
PHIL 320	African-American Philosophy	4
POSC 450	Civil Rights and Liberties	4
SOCI 320	Social Movements	4
SOCI 331*	Racial and Cultural Minorities	4

* if not taken to fulfill core requirement

Cultural Areas Studies

		Credits
ENGL 365	Literature of the "Third World"	4
FREN 316	Francophone Culture and Civilization I	4
FREN 317	Francophone Culture and Civilization II	4
FREN 322	French for Business	4
FREN 350	Masterpieces of French Literature I	4
FREN 351	Masterpieces of French Literature II	4
GEOG 310	Regional Geography of Europe	3
GERM 350	German Short Story	4
HIST 332	Modern Mexico	4
HIST 334	Latin American Institutions	4
HIST 340	History of Africa to 1870	4
HIST 341	History of Africa: 1870 to Present	4
HIST 342	History of India to 1857	4
HIST 343	History of India: 1857 to Present	4
HIST 350	The Middle East to 1800	4
HIST 355	The Middle East Since 1800	4
HIST 362	Chinese Civilization	4
HIST 460	History of China Since 1800	4
MDFL 241	French Peoples	4
MDFL 245	German Peoples	4
MDFL 246	Russian Peoples	4
MDFL 248	Studies in Contemporary Cultures	4
PHIL 312	Introduction to Asian Philosophy	4
POSC 213	War and Peace in the Middle East	4
POSC 310	Comparative European Government	4
POSC 311	Comparative Government of Developing Nations	4
POSC 313	Comparative Politics of the Middle East	4
POSC 417	Russia and the Soviet Union	4
SPAN 315	Elements of Spanish Culture	4
SPAN 316	Latin American Culture and Civilization	4
SPAN 322	Spanish for Business	4
SPAN 330	Topics in Hispanic Literature in Translation	4
SPAN 335	Survey of Spanish Literature	4
SPAN 336	Survey of Latin American Literature	4
SPAN 403	Hispanic Culture Through Literature	4
SPAN 410	Topics in Hispanic Literature	4

Intercultural and Comparative Cultural Studies

		Credits
ANTH 215	Religion, Magic and Witchcraft	4
CMAT 300*	Intercultural Communication	4
ENGL 366	World Mythology	4
ENGL 367	Folklore and Folklife	4
ENGL 433*	Language and Culture	4
ENGL 438	Bilingualism	4
GEOG 101	World Geography	3
GEOG 102	World Geography: Africa and the Americas	3
GEOG 202	Cultural Geography	3
HIST 210	World Religions	4
HIST 225	Holocaust: The Extermination of the European Jews	4
HIST 327	The Habsburg Empire, 1740-1918	4
HIST 387*	Racism and Discrimination	4
IDIS 250	Comparative Religions	4
PHIL 209*	Philosophy of Culture	4
PHIL 325	Philosophy of Religion	4
POSC 313	Comparative Politics in the Middle East	4
PSYC 410*	Multicultural Issues in Psychology	4
SOCI 250	Race Relations in Global Perspective	4
SOCI 318	Sociology of Religion	4

* if not taken to fulfill core requirement

Eligibility of topics courses, studies courses or language courses not listed above will be determined through review of syllabi by the minor coordinator at the request of students and/or faculty.

European Studies

For more information see the director of international education.

The European studies minor is an interdisciplinary area studies program with a study abroad requirement, as well as the opportunity to complete most of the minor via a semester abroad at a foreign SU partner institution.

Complete two courses in non-English European languages or prove non-English European language proficiency via placement exam or interview.

At least one course for the minor must be completed while studying in a European country. No more than nine transfer credits may count toward the minor. (Note: Students may count four courses/16 credits completed via the Salisbury Abroad: Estonia semester study abroad program toward the minor, as these are not transfer credits, but SU courses executed abroad via SU's partner institution in Europe.)

Only one course may be used to meet a General Education requirement. Grades of C or better are required in all courses applicable to the minor.

Complete five courses from the following. Courses must be taken in a minimum of three different areas:

Fine Arts Area

		Credits
ART 208	History of Baroque and Rococo Art	4
ART 300	History of Modern Art to 1945	4
ART 301	Northern Renaissance Art	4
ART 306	History of Greek and Roman Art	4
ART 310	History of Italian Renaissance Art	4
ART 391*	Special Topics in Art History	4
MUSC 316*	Topics in Music History	4
MUSC 305	Music History I	4
MUSC 306	Music History II	4

History Area

		Credits
HIST 224	Hitler and the Third Reich	4
HIST 225	Holocaust: The Extermination of the European Jews	4
HIST 311	History of England and Great Britain, 1702 to the Present	4
HIST 312	History of Ireland in Modern Times	4
HIST 313	History of Scotland as an Independent Kingdom	4
HIST 321	History of Medieval Europe	4
HIST 322	Renaissance to Revolution (1450-1815)	4
HIST 323	Europe in the 19th Century	4
HIST 324	German History since 1815	4
HIST 325	History of European Revolutions since 1815	4
HIST 326	The French Revolution and Napoleon, 1789-1815	4
HIST 327	The Habsburg Empire, 1740-1918	4
HIST 421	Europe in the 20th Century World	4
HIST 423	Imperial Russia	4
HIST 424	Modern Russia	4
HIST 433	History of Tudor-Stuart Britain	4
HIST 451	World War I	4
HIST 452	The Second World War: A Global History	4
HIST 453	The Cold War: A Global History	4
HIST 490*	Studies in History	4

Humanities Area

		Credits
FREN 316**	Francophone Culture and Civilization I	4
FREN 317**	Francophone Culture and Civilization II	4
FREN 410*, **	Advanced Francophone Topics	4
MDFL 241	The French People	4
MDFL 245	The German People	4
MDFL 246	The Russian People	4
MDFL 399*	International Field Study	4
PHIL 308	Ancient Philosophy	4
PHIL 309	Medieval Philosophy	4
PHIL 310*	Philosophical Topics	4
PHIL 322	Existentialism	4
PHIL 405	Contemporary Continental Philosophy	4
SPAN 300***	Topics in Spanish	4
SPAN 315***	Spanish Culture and Civilization	4

Literature Area

		Credits
ENGL 317	German Short Stories	4
ENGL 318*	Topics in Hispanic Literature in Translation	4
ENGL 349	Norse Literature in Translation	4
ENGL 356	British Literature I: Beginnings to 1660	4
ENGL 357	British Literature II: 1660 to Present	4
ENGL 399*	International Studies in Literature	4
ENGL 411	Chaucer	4
ENGL 412	Milton	4
ENGL 413	Shakespeare	4
ENGL 471	Medieval English Literature	4
ENGL 472	Literature of the British Renaissance	4
ENGL 473	Restoration to 18th Century British Literature	4
ENGL 474	Romantic Literature	4
ENGL 475	Victorian Literature	4
ENGL 476	British Novel I: Beginnings to 1837	4
ENGL 477	British Novel II: 1837 to Present	4
ENGL 479	Contemporary Trends in British Literature	4
FREN 350**	Masterpieces of French Literature I	4
FREN 351**	Masterpieces of French Literature II	4
FREN 410**	Advanced Francophone Topics	4
GERM 350	German Short Stories	4
MDFL 300	Studies in French Literature in Translation	4
MDFL 399*	International Field Study	4
SPAN 300***	Topics in Spanish	4
SPAN 330	Topics in Hispanic Literature in Translation	4
SPAN 335***	Survey of Spanish Literature	4

Social Sciences Area

		Credits
ANTH 200*	Topics in Anthropology	4
ENVR 150*	Environmental Perspectives	4
GEOG 101	Europe and Asia	4
GEOG 310	Regional Geography of Europe	4
GEOG 390*	International Field Study	4
GEOG 415*	Selected Problems	4
GEOG 450*	Topics in Geography	4
POSC 204*	Topics in Political Science	4
POSC 310	Comparative European Government	4
POSC 399*	International Field Study	4
POSC 417	Russia and the Soviet Union	4
POSC 480*	Studies in Political Science	4
SOCI 301*	Studies in Sociology	4

* With a Europe-focused topic.
** Taught in French.
*** Taught in Spanish.

Exercise Science

For more information see the Health and Sport Sciences Department.

The minor in exercise science consists of a minimum of 24 credit hours. Students must complete each course with a grade of C or better. The University requires that at least 15 of the hours are not used to satisfy General Education requirements, and at least nine of these hours must be earned at the University. Exercise science majors are not eligible to earn a minor in exercise science.

1. Complete the following required courses:

		Credits
HLTH 317	Nutrition, Health and Human Performance	4
EXSC 333	Kinesiology	4
EXSC 344	Exercise Physiology	4

2. Select 12 credits from the following:

		Credits
EXSC 213	Injury Prevention and Emergency Management	4
EXSC 240	Fitness Testing	4
EXSC 250	Strength Training Techniques and Program Design	4
EXSC 462	Exercise and Special Populations	4
EXSC 472	Stress Testing and Exercise Prescription	4

Film

For more information see the English Department.

Students must complete four courses in the department beyond the courses used to fulfill General Education requirements (ENGL 103 with a C or better and the General Education literature course). Students may not use courses to satisfy requirements in both the minor and major programs of study in English. At least three of the English courses beyond ENGL 103 used for the minor must be taken at SU, and a minimum of three courses must be taken at the 300/400 level. A grade of C or better is required in courses for the minor.

Fulfill the following beyond the literature requirement:

1. Select four courses from among the following:

		Credits
ENGL 220	Introduction to Film	4
ENGL 221	Literature and Film	4
ENGL 301	Studies in English: Language, Film or Writing (if approved by film concentration faculty)	4
ENGL 323	Major Film Directors	4
ENGL 324	Film Genre	4
ENGL 401	Studies in Film	4
ENGL 402	Film History	4
ENGL 404	International Cinema	4
ENGL 408	Film Theory	4
ENGL 494	Topics in English: Writing or Film (if approved by film concentration faculty)	4

Finance

For more information see the Perdue School advising coordinator.

A minimum of nine credits must be taken at Salisbury University. Each course in the minor must be completed with grades of C or higher.

The finance minor provides general exposure to finance and is intended to help prepare nonfinancial majors for employment in a variety of fields that require financial sophistication. Examples include corporate accounting, consulting, real estate, marketing of insurance and financial products. The finance minor requires 21-24 credit hours, any of which may be used to fulfill other Perdue School requirements. The finance minor requires the following course of study.

1. Required courses:

		Credits
MATH 155	Modern Statistics	3
ACCT 201	Introduction to Financial Accounting	3
ECON 211	Micro-Economics Principles	3
and		
ECON 212	Macro-Economics Principles	3
or		
ECON 150	Principles of Economics	3
FINA 311	Financial Management	3
FINA 441	Investments I	3

2. Two courses from the following:

		Credits
FINA 312	Risk Management and Insurance	3
FINA 440	Corporate Finance	3
FINA 442	Financial Derivatives	3
FINA 443	Essentials of Real Estate	3
FINA 445	Financial Institutions and Markets	3
FINA 446	Retirement Planning	3
FINA 447	International Financial Management	3
FINA 448	Estate Planning	3
FINA 449	Practicum in Portfolio Management	3

The finance minor is open to any non-finance major at SU. Finance minors must register with the director of academic services in the Perdue School.

French

For more information see the Modern Languages and Intercultural Studies Department.

Requirements for a minor in French consist of the following:

1. Complete five courses from the following:

		Credits
FREN 201	Intermediate French I	4
FREN 202	Intermediate and Applied French	4
FREN 310	French Grammar and Composition	4
or		
FREN 312	French Conversation	4
FREN 316	Francophone Culture and Civilization I	4
or		
FREN 317	Francophone Culture and Civilization II	4
FREN 325	Francophone Culture through Literature	4
or		
FREN 350	Masterpieces of French Literature I	4
or		
FREN 351	Masterpieces of French Literature II	4

2. Earn grades of C or better in all courses taken for the minor.
3. At least four courses of the minor must consist of courses not used to satisfy General Education requirements.
4. A maximum of eight credits of transfer or placement credit may be applied toward the minor.

Gender Studies

For more information see the History Department.

This minor consists of five courses, with distribution requirements directing students into courses from a minimum of three departments, with no more than two courses in one department. Only one course may be used to meet a General Education requirement and at least two courses must be completed at SU. Grades of C or better are required in all courses applicable to the minor. Contact the Department of History for additional information.

1. Complete four courses in at least two disciplines from the following:

		Credits
ART 335	Women in Art	4
CMAT 304	Communication, Gender and Culture	4
CMAT 405	Family Communication	4
CMAT 490	Communication Seminar (approved topics)	4
ENGL 300	Studies in English (approved topics)	4
ENGL 338	Literature of the Queer	4
ENGL 342	Women in Literature	4
ENGL 386	American Women Writers of Color	4
ENGL 401	Studies in Film (approved topics)	4
ENGL 461	Feminist Literature and Theory	4
IDIS/ HIST 213	Introduction to Gender Studies	4
HIST 375	Topics in American Studies (approved topics)	4
HIST 377	Women in Early American History	4
HIST 378	Women in Modern America	4
HIST 490	Studies in History (approved topics)	4
PHIL 310	Philosophical Topics (approved topics)	4
PHIL 316	Philosophy and Feminism	4
POSC 205	Women in Politics	4
PSYC 325	Psychology of Sexuality	4
PSYC 334	Psychology of Women	4
PSYC 336	Psychology of Men	4
SOCI 301	Studies in Sociology	4
SOCI 314	Sociology of Gender	4
SOCI 325	Sexuality, Alternatives and Society	4
SOCI 363	Women in Development	4
XXXX XXX	Independent Study with advisor approval	4

2. Complete the following interdisciplinary capstone course:

		Credits
IDIS 485	Gender Studies Capstone Seminar (spring semester)	4

Geographic Information Science

For more information see the Geography and Geosciences Department.

The interdisciplinary minor in geographic information science requires the completion of at least 21 credit hours, of which 17 are not counted for General Education and at least 12 hours are earned at Salisbury University. All courses applicable to the minor must be completed with a C or better. Geography majors are not eligible to earn a minor in geographic information science. Instead they may complete the Geographic Information Science Track within the geography and geoscience major. An Upper-Division Certificate in Geographic Information Science is also offered. For more information contact the Department of Geography and Geosciences.

1. Complete the following 15 credit hours of coursework:

		Credits
COSC 117	Programming Fundamentals	4
or		
COSC 118	Introductory Scientific Programming with Visual Basic	4
or		
COSC 120	Computer Science I	4
GEOG 219	Map Interpretation and Analysis	3
GEOG 319	Geographic Information Science	4
GEOG 419	Advanced Geographic Information Science	4

2. Complete two of the following courses:

		Credits
ART 227	Computer Graphic Design	4
COSC 220	Data Structures and Algorithm Analysis	4
COSC 482	Computer Graphics	3
GEOG 320	Cartographic Visualization	3
GEOG 321	Remote Sensing of the Environment	3
GEOG 435	GIS Programming	3
INFO 211	Information Systems Concepts for Management	3
INFO 386	Database Management Systems	3

Geography

For more information see the Geography and Geosciences Department.

The minor in geography requires at least 18 hours of geography, of which at least 15 hours are not used to satisfy General Education requirements, at least 12 hours are 200-level or higher, at least six hours are at the 300/400 level and at least nine hours are earned at Salisbury University. All courses applicable to the minor must be completed with grades of C or higher.

Students should select courses that complement/supplement their major/interests. Faculty are available for students seeking advice in planning a sequence of courses for the minor.

German

For more information see the Modern Languages and Intercultural Studies Department.

Requirements for a minor in German consist of five courses. Only courses in which a student earns a grade of C or better may be applied to the minor. Only one course may be used to meet a General Education requirement and at least two courses must be completed at SU

1. Complete the following courses:

		Credits
GERM 202	Intermediate German II	4
GERM 310	Intermediate Composition	4
GERM 312	Intermediate Conversation	4
GERM 350	German Short Stories	4
MDFL 245	German Peoples	4

Gerontology

For more information see the Sociology Department.

The gerontology minor requires completion of five courses, only one of which may be used to satisfy General Education and at least three courses must be earned at SU. All courses applicable to the minor must be completed with a grade of C or better.

1. Complete the following core:

		Credits
PSYC 322*	Psychology of Aging	4
SOCI 361	Aging and Society	4

2. Choose at least three courses from the following:

		Credits
PSYC 323*	Psychology of Death and Dying	4
SOCI 416	Individual Directed Study	1-4
SOCI 498	Internship in Sociology	1-4
SOWK 350*	Social Work with Older People	3
SOWK 405*	Field Instruction in Social Work I	3
SOWK 407*	Field Instruction in Social Work II	3

Individual directed-study courses from various majors may be utilized with the permission of the coordinator of the gerontology minor. Students are encouraged to organize their elective selections to complement their major academic and/or vocational areas of interest. For detailed information, contact the Sociology Department.

Health

For more information see the Health and Sport Sciences Department.

The health minor requires the completion of at least 18-19 credits with grades of C or better. At least 15 credits applied toward the minor must be coursework which is not used to satisfy General Education requirements and at least nine hours must be credits earned at the University. Health education majors are not eligible to earn a minor in health.

1. Complete the following courses:

		Credits
HLTH 110	Foundations of Health Education	3
HLTH 225	Health Behavior	3
HLTH 325	Planning and Assessing Health Programs	3

2. Select at least nine credit hours from the following:

		Credits
HLTH 120	Consumer Health and Safety	3
HLTH 317	Nutrition, Health and Human Performance	4
HLTH 230	Chronic and Communicable Diseases	3
HLTH 240	Drug Education	3
HLTH 311	Human Sexuality Education	3
HLTH 401	Community Health	3

History

For more information see the History Department.

The history minor allows students in other fields to gain a broad base in the humanities and social sciences and thus enhance their ability to reach higher levels of achievement in their own professional specialization. Additional information about this minor is available in the department.

The requirements include the following:

1. Complete the history core survey courses:

		Credits
HIST 101	World Civilizations	4
HIST 102	World Civilizations	4
HIST 201	History of the U.S. I	4
HIST 202	History of the U.S. II	4

2. Complete two additional history courses at the 300/400 level.
3. Earn grades of C or better in all courses taken for the minor.
4. At least 15 credits applied toward the minor must be coursework which is not used to satisfy General Education requirements, and at least three courses must be completed at SU.

Information Systems

For more information see the Perdue School advising services coordinator.

The information systems minor is designed to be a desirable complement to a myriad of other majors and to provide students with an opportunity to differentiate themselves in the employment marketplace. The information systems minor is open to any student at SU, except information systems majors. The minor requires 18 credit hours, any of which may be used to fulfill other degree requirements. The information systems minor requires the following course of study.

1. Required courses include:

		Credits
INFO 211	Information Systems Concepts for Management	3
INFO 301	Business Applications Development	3
INFO 385	Data Communications and Networking	3
INFO 386	Database Management Systems	3
INFO XXX	Any 300-/400-level INFO Course	3

2. Complete one course from the following:

		Credits
ACCT 420	Accounting Information Systems	3
COSC 120	Computer Science I	4
FINA 311	Financial Management	3
GEOG 319	Geographic Information Systems	4
MGMT 320	Management and Organizational Behavior	3
MKTG 330	Principles of Marketing Management	3
INFO XXX	Any 300-/400-level INFO Course	3

All courses must be completed with a C or better, and none may be credit only. At least nine credits must be earned at Salisbury University. Course substitutions are not allowed. Students must declare the information systems minor with the director of academic services in the Perdue School.

International Studies

For more information see the Political Science Department.

This minor, which consists of seven courses, requires that students have knowledge of a language and culture different from that of the United States. At least 15 hours taken to complete the minor must be from courses not used to satisfy General Education requirements and at least nine hours must be taken at SU. No more than three courses in the minor can be taken from courses in a student's major. Grades of C or better are required for all courses in the major.

1. Complete the following three-course core:

a. Complete the following:

		Credits
POSC 210	Introduction to International Relations	4

b. Complete one course from the following:

		Credits
ECON 150	Principles of Economics	3
or		
ECON 212	Macroeconomic Principles (Prerequisite ECON 211)	3

c. Complete one course from the following:

		Credits
ANTH 100	Cultural Anthropology and Linguistics	4
GEOG 101	World Geography: Europe and Asia	3
GEOG 102	World Geography: Africa and Americas	3
GEOG 203	Economic Geography	3
SOCI 250	Race Relations in Global Perspective	4

2. Select four courses that can be used to satisfy the requirements for one of the three concentrations within the international studies major. The four courses must be approved by an international studies academic advisor. No more than two courses can be from the same department. At least three courses must be at the 300/400 level.

3. Additionally, students must demonstrate mid-level proficiency in a foreign language by completing a 202-level language course with a grade of C or better or by scoring above 202 level on a placement test.

Latin American Studies

For more information see the Modern Languages and Intercultural Studies Department.

The Latin American studies minor is an interdisciplinary area studies program with a study abroad requirement, as well as the opportunity to complete most of the minor via a semester abroad at a foreign SU partner institution.

Requirements for the minor in Latin American studies include the following:

1. Complete five of the following courses. Courses must be taken in a minimum of three different areas

		Credits
Fine Arts		
ART 391	Special Topics in Art History *§	4
MUSC 316	Topics in Music History *§	4
History		
HIST 332	Modern Mexico	4
HIST 334	Colonial Latin America	4
HIST 335	Modern Latin America 1800-Present	4
HIST 490	Studies in History *	4
Humanities		
ENGL 318	Topics in Hispanic Literature in Translation §	4
SPAN 300	Topics in Spanish Studies *†§	4
SPAN 316	Latin American Culture and Civilization †§	4
SPAN 330	Topics in Hispanic Literature in Translation §	4
SPAN 336	Survey of Latin American Literature †§	4
Social Sciences		
ANTH 200	Topics in Anthropology *§	4
ENVR 150	Environmental Perspectives *§	3
ENVR 200	Environmental Studies in the Amazon	3
ENVR 495	Environmental Field Studies	4
POSC 204	Topics in Political Science *§	4
POSC 480	Studies in Political Science *	4
SOCI 301	Studies in Sociology *§	4
SOCI 339	Immigration	4
SOCI 363	Women and Development	

* With Latin America-focused topic.
† Taught in Spanish.
§ Regularly offered via SU Semester in Ecuador: Latin American Studies Track

2. Complete a minimum of two semesters of Spanish or demonstrate equivalent knowledge via placement exam or presentation of other evidence of said knowledge. (Note: Spanish component of enhancement package included in SU's Salisbury Abroad: Ecuador semester-long program fulfills one of the two required semesters.) Student may replace or combine Spanish with another Latin American language studied abroad with permission.
3. At least one course for the minor must be completed while studying in a Latin American country. No more than nine transfer credits may count toward the minor. (Note: Students may count four courses/16 credits completed via the Salisbury Abroad: Ecuador program toward the minor, as these are not transferable credits, but SU courses executed abroad via SU's partner institution in Latin America.)
4. Earn grades of C or better in all courses taken for the minor.
5. No more than one course in the minor may be used to satisfy General Education requirements.

Marketing Management

For more information see the Perdue School advising coordinator.

Students not majoring in accounting, business administration, finance, management or information systems may minor in marketing management.

This program provides a survey of marketing management education and is excellent preparation for careers in promotion management (advertising and sales), fashion merchandising, retail management, purchasing distribution, public relations, etc., as well as operating a small business. It is *not* recommended as preparation for graduate study in business administration (see business administration minor). At least 15 hours of the work applied toward the minor must consist of courses which are not used to satisfy General Education requirements and at least nine of these hours must be credits earned at the University. Grades of C or better are required in all courses applicable to the minor. The required courses of the minor are:

		Credits
BUAD 103	*Introduction to Business	3
MKTG 330	Principles of Marketing Management	3
ECON 150	**Principles of Economics	3
or		
ECON 211	**Micro-Economic Principles	3
or		
ECON 212	**Macro-Economic Principles	3

* not open to students concurrently enrolled in, or with academic credit for, any 300/400-level BUAD/ACCT/INFO courses (such students are to substitute ACCT 248: Legal Environment)

** ECON 150, 211 or 212 may be used to satisfy General Education IIB requirements

Plus any three of the following electives:

		Credits
MGMT 320	Management and Organizational Behavior	3
MKTG 331	Advertising and Promotions	3
MKTG 332	Buyer Behavior	3
MKTG 333	Sales Management	3
MKTG 334	Principles of Retailing	3
MGMT 428	Entrepreneurship	3

Mathematics

For more information see the Mathematics and Computer Science Department.

The minor in mathematics consists of at least 18 semester hours of mathematics, including MATH 201, of which 15 are not counted for General Education, 12 are numbered 201 or higher, 12 are not being applied to another minor in the Department of Mathematics and Computer Science, and at least three are at the 300/400 level. Each course in the minor must be completed with a grade of C or better, and at least nine credits must be earned at Salisbury University.

Middle School Science Education

For more information see the Mathematics and Computer Science Department.

The middle school science minor consists of a minimum of 23 credits, 15 of which must be beyond those required for General Education. Required courses include a 100-level course in biology, physical geography and either chemistry or physics (two of which must include a lab and may count for General Education credit), and a laboratory safety class. In addition, students must take three additional science courses from at least two content area prefixes* (i.e. BIOL, CHEM, ENVH, ENVR, GEOG, GEOL, PHYS), with at least six credits at the 200-level or above. Additionally, students must take EDUC 470: Practicum in Middle School Science Education. All classes must be passed with a grade of C or better. At least nine credits must be earned at SU.

1. Complete the following core courses or equivalents (at least two of which must have labs) approved by minor coordinator for a total of 12-13 credits:

		Credits
BIOL 101*	Fundamentals of Biology	4
CHEM 101*/		
PHYS 101*	Physical Science	4
GEOG 104*	Earth and Space Science	4
BIOL 115/		
MDTC 101	Safety in the Biological, Chemical and Clinical Laboratory	1

* Classes/Prefixes shown are the preferred core classes at SU, but transfer classes, one of which may be three credits, can be substituted on the approval of the minor coordinator. The general distribution of science areas must be maintained.

2. Complete at least three additional classes (lab or non-lab) that are approved for the minor in at least two content area prefixes: BIOL, CHEM, ENVH, ENVR, GEOG/GEOL**, PHYS for a total 8-12 credits. At least six of these credits must be at the 200 level or above.

** For the purposes of this minor, GEOL and GEOG will be considered one content area. GEOG classes used for area two must be physical geography or geography methodology classes.

3. Complete EDUC 470: Practicum in Middle School Science Education (3 credits).

Interested students must contact the minor coordinator to establish an approved list of classes to take for the minor at the time of registration for the minor.

Music

For more information see the Music Department.

Students must complete a minimum of 24 hours of coursework to complete a minor in music. Of those, only one course may be used to satisfy General Education requirements, and at least nine hours must be credits earned at SU. Grades of C or better are required in all courses applicable to the minor. The requirements are as follows:

1. Complete two core courses:

		Credits
MUSC 201	Introduction to Music Theory	4
or		
MUSC 203	Theory I (determined by Theory Advisory Exam)	3
and		
MUSC 114	Music Appreciation	4

2. Complete three credit hours of music ensembles (MUSA 100, 101, 102, 103, 104, 105, 106, 107, 110 or 131).

3. Complete remaining 13-14 music credit hours, six of which must be at the 300/400 level (MUSA or MUSC).

Outdoor Education Leadership

For more information see the Health and Sport Sciences Department.

The minor in outdoor education leadership consists of a minimum of 19 credit hours. Salisbury University requires that at least 15 hours of work applied to the minor must consist of courses not used to satisfy General Education requirements and that at least nine of these hours must be credits earned at the University. In addition, a grade of C or better is required in all courses applicable to the minor.

1. Complete the following core courses:

		Credits
PHEC 201	Wilderness First Aid	3
PHEC 370	Camp Leadership and Management	3
PHEC 371	Outdoor Leadership Techniques	3
PHEC 472	Experiential Learning and Methods of Teaching Outdoor Activities	3

2. Complete at least six credits from the following:

		Credits
PHEC 209	Camping and Backpacking	3
PHEC 210	Scuba Diving	3
PHEC 220	Canoeing and Kayaking	3
PHEC 221	Wilderness Navigation	3

Philosophy

For more information see the Philosophy Department.

For a minor in philosophy, a student must complete five courses, with at least two at the 300/400 level. Only one course may be used to meet a General Education requirement and at least two courses must be completed at SU. Additionally, minors require grades of C or better in all courses applicable to the minor. The distribution requirements follow.

1. Complete one core course in value theory or metaphysics/epistemology from the following:

		Credits
PHIL 203	Ethics	4
PHIL 300	Philosophy of the Arts	4
PHIL 305	Political Philosophy	4
PHIL 307	Mind, Language and World: Themes in Analytical Philosophy	4
PHIL 330	Theory of Knowledge	4
PHIL 335	Philosophy of Science	4
PHIL 401	Moral Theory	4
PHIL 402	The Problem of God	4
PHIL 408	Metaphysics	4
PHIL 450	Philosophical Concepts in Literature	4

2. Complete one course in the history of philosophy from the following:

		Credits
PHIL 290	Proseminar in Philosophy	4
PHIL 308	Ancient Philosophy	4
PHIL 309	Medieval Philosophy	4
PHIL 311	Modern Philosophy	4
PHIL 317	19th Century Philosophy	4

7. Complete three electives from any of the courses previously listed or the following:

		Credits
PHIL 101	Introduction to Philosophy	4
PHIL 103	Critical Thinking	4
PHIL 202	Symbolic Logic	4
PHIL 209	Philosophy and Culture	4
PHIL 210	Nature, Religion and Science	4
PHIL 301	Violence and Nonviolence	4
PHIL 306	Animals and Ethics	4
PHIL 310	Philosophical Topics	4
PHIL 312	Introduction to Asian Philosophy	4
PHIL 313	Studies in the History of Philosophy	4
PHIL 315	Life and Death Issues in Health Care	4
PHIL 316	Philosophy and Feminism	4
PHIL 318	Environmental Responsibility	4
PHIL 319	Law and Morality	4
PHIL 321	Race and Ethnicity	4
PHIL 322	Existentialism	4
PHIL 323	Buddhist Philosophy	4
PHIL 324	Topics in Asian Philosophy	4
PHIL 325	Philosophy of Religion	4
PHIL 399	International Studies in Philosophy	4
PHIL 405	Contemporary Continental Philosophy	4
PHIL 475	Senior Seminar	4
PHIL 490	Independent Study	1-4

Physics

For more information see the Physics Department.

The physics minor requires the completion of at least 17 credits with grades of C or better. At least 15 credits applied toward the minor must be coursework which is not used to satisfy General Education requirements and at least nine hours must be credits earned at the University.

1. Complete the following courses:

		Credits
PHYS 221	Physics I	4
PHYS 223	Physics II	4
PHYS 225	Physics III	3
PHYS 309	Mathematical Physics	3

2. Select at least four additional credits of 300/400-level physics courses.

Political Science

For more information see the Political Science Department.

The minor in political science consists of a minimum of five courses with minimum grades of C. POSC 101 or 110 is required and at least two other courses must be upper-division credits. Only one course may be used to meet a General Education requirement and at least two courses must be completed at SU.

Interested students should contact the department chairperson.

Psychology

For more information see the Psychology Department.

The minor in psychology consists of a minimum of five courses. Only one course may be used to meet a General Education requirement and at least three courses must be completed at SU. All courses in the minor must be completed with grades of C or better:

1. Complete the following core course:

		Credits
PSYC 101	General Psychology	4

2. Select four additional psychology courses.

Religious Studies

For more information see the Philosophy Department.

This minor offers students the opportunity to study the nature of religion from a variety of scholarly perspectives—anthropology, English, history, philosophy and sociology. The minor consists of a minimum of five courses, with at least three at the 300/400 level. Only one course may be used to meet a General Education requirement and at least two courses must be completed at SU. Grades of C or better are required in all courses applicable to the minor. Students interested in the minor should contact the Philosophy Department, which coordinates the program.

1.Complete one of the following core courses:

		Credits
IDIS 250	Comparative Religions	4
or		
HIST 210	Introduction to World Religions	4

2. Select a minimum of four courses from those listed here. Select from at least three different departments:

		Credits
ANTH 200	Topics in Anthropology (when the topic deals specifically with religious themes)	4
ANTH 215	Religion, Magic and Witchcraft	4
ENGL 300	Studies in English (when the topic deals specifically with religious themes)	4
ENGL 301	Studies in English (when the topic deals specifically with religious themes)	4
ENGL 341	The Bible as Literature	4
ENGL 366	World Mythology	4
ENGL 384	Native American Literature	4
ENGL 401	Studies in Film (when the topic deals specifically with religious themes)	4
HIST 210*	Introduction to World Religions	4
HIST 215	Topics in History (when the topic deals specifically with religious themes)	4
HIST 320	History of the Early Christian Church	4
HIST 371	Introduction to Classical Mythology	4
HIST 375	Topics in American Studies (when the topic deals specifically with religious themes)	4
HIST 382	American Religious History	4
IDIS 250*	Comparative Religions	4
PHIL 309	Medieval Philosophy	4
PHIL 310	Philosophical Topics (when the topic deals specifically with religious themes)	4
PHIL 323	Buddhist Philosophy	4
PHIL 324	Topics in Asian Philosophy (when the topic deals specifically with religious themes)	4
PHIL 325	Philosophy of Religion	4
PHIL 402	The Problem of God	4
PHIL 450	Philosophical Concepts in Literature (when the topic deals specifically with religious themes)	4

SOCI 318	Sociology of Religion	4

* When not used to satisfy the core course requirement.

Social Studies

For more information see the Education Specialties Department.

The social studies minor provides prospective teachers the opportunity to do coursework in a variety of social science disciplines in preparation for applying for the social studies teaching certificate. As certification in social studies is granted by the state, not the University, completion of the minor requirements and the appropriate teacher education courses does not guarantee certification.

The requirements for the social studies minor consist of 20-24 semester hours, 15 of which must be beyond the courses used to fulfill the General Education and academic major requirements. All courses in the minor must be completed with a grade of C or better. The courses taken for the minor will be determined by the student's major.

Economics: eight credits history, six credits human geography, eight credits political science

Geography: eight credits history, six credits economics, eight credits political science

History: eight credits political science, six credits economics, six credits human geography

Political Science: eight credits history, six credits economics, six credits human geography

Elementary and Early Childhood Education: four credits history, eight credits political science, six credits economics, six credits human geography (four credits from history and three credits from human geography courses listed here may also be used to satisfy General Education requirements)

Courses may be selected from the following:

		Credits
ECON 211	Micro-Economic Principles	3
ECON 212	Macro-Economic Principles	3
GEOG 100	Introduction to Human Geography	3
GEOG 101	World Geography: Europe and Asia	3
GEOG 102	World Geography: Africa and the Americas	3
GEOG 202	Cultural Geography	3
GEOG 203	Economic Geography	3
GEOG 301	World Regions	3
GEOG 302	Geography of the U.S. and Canada	3
HIST 201	History of the U.S.	4
HIST 202	History of the U.S.	4
POSC 101	Introduction to Politics and Government	4
POSC 110	American National Government	4
POSC 202	State and Local Government in the U.S.	4
POSC 210	Introduction to International Relations	4
POSC 311	Comparative Governments of Developing Nations	4

Social studies minor students with a social science major other than history may take the secondary education track courses, including internship. These students must meet the same entrance requirements, as well as complete all program requirements, as those admitted to approved programs.

Sociology

For more information see the Sociology Department.

Students must complete a minimum of five courses in sociology, any two of which must be at the 300/400 level, with grades of C or better in each course. Only one of the courses in the minor may be used to satisfy a General Education requirement and at least three of the courses must be completed at SU.

South Asian Studies

For more information see the Philosophy Department.

The South Asian studies minor is an interdisciplinary area studies program with a study abroad requirement, as well as the opportunity to complete most of the minor via a semester abroad at a foreign SU partner institution.

Requirements for the minor in South Asian studies include the following:

1. Complete a minimum of five of the following courses. Within the minimum five courses:
   a) Complete at least two South Asian language courses or one eight-credit South Asian language course.
   b) Complete at least one course from the area of Social Sciences and at least one course from the area of Arts/Humanities.
   c) Complete the one remaining course from any area.

South Asian Language Studies: Complete a minimum of two courses in one South Asian language or one course each in two different South Asian languages or one eight-credit South Asian language course or demonstrate equivalent language knowledge (to be determined via appropriate examination).

		Credits
MDFL 101	Elementary Language Study I*	4
MDFL 102	Elementary Language Study II*	4

Social Sciences

ANTH 200	Topics in Anthropology*	4
ANTH 201	Cultural Anthropology Survey*	4
ENVR 150	Environmental Perspectives*	4
ENVR 495	Environmental Field Studies*	4
GEOG 399	International Field Study*	3
HIST 342	History of India to 1857	4
HIST 343	History of India: 1857 to Present	4
POSC 204	Topics in Political Science*	4

Arts/Humanities

ART 391	Special Topics in Art History*	4
CMAT 391	Studies in Mass Media*	4
CMAT 399	International Studies in Communication*	4
DANC 150	Yoga	4
ENGL 300	Topics in English Literature*	4
ENGL 399	International Studies in Literature*	4
MDFL 248	Studies in Contemporary Cultures*	4
MUSC 210	Special Topics in Music*	4
MUSC 316	Topics in Music History*	4
PHIL 312	Introduction to Asian Philosophy	4
PHIL 323	Buddhist Philosophy	4
PHIL 324	Topics in Asian Philosophy*	4
PHIL 399	International Studies in Philosophy*	4

Survey Courses

ANTH 100	Cultural Anthropology and Linguistics	4
CMAT 337	International Media Systems	4
ENGL 365	Literature of the "Third World"	4
GEOG 101	Europe and Asia	3
POSC 311	Comparative Politics of Developing Nations	4

* When offered with a South Asia-focused topic.

2. At least one course for the minor must be completed while studying in a South Asian country. No more than nine transfer credits may count toward the minor. (Note: Students may count four courses/16 credits completed via the semester-long Salisbury Abroad: India program toward the minor, as these are not transfer credits, but SU courses executed abroad via SU's partner institution in Pune, India.)
3. Earn grades of C or better in all courses taken for the minor.
4. No more than one course in the minor may be used to satisfy General Education requirements.

Spanish

For more information see the Modern Languages and Intercultural Studies Department.

Requirements for a minor in Spanish consist of five courses. Only courses in which a student earns a grade of C or better may be applied to the minor. Only one course may be used to meet a General Education requirement and at least two courses must be completed at SU.

		Credits
SPAN 202	Spanish in Review	4
SPAN 310	Oral and Written Composition	4
or		
SPAN 313	Effective Reading and Writing for Heritage Speakers	4
SPAN 315	Spanish Culture and Civilization	4
or		
SPAN 316	Latin American Culture and Civilization	4
SPAN 226	Survey of Spanish Literature	4
or		
SPAN 335	Survey of Latin American Literature	4
SPAN XXX*	300-/400-Level Course Taught in Spanish	4

*SPAN 330 Hispanic Literature in Translation does not count toward this requirement.

Statistics

For more information see the Mathematics and Computer Science Department.

The minor in statistics consists of at least 18 credits and requires completion of the following courses with a grade of C or better.

1. An introductory statistics course:

		Credits
MATH 213*	Statistical Thinking	3
MATH 214*	Statistics Laboratory	1
or		
MATH 155	Modern Statistics with Computer Analysis	3

*Students taking MATH 213 must register for MATH 214 concurrently.

2. A calculus course:

MATH 201	Calculus I	4
or		
MATH 160	Applied Calculus	3

3. At least four approved courses from the following: MATH 313, MATH 314, MATH 380*, MATH 390* or MATH 495*, MATH 411, MATH 413, MATH 414, MATH 493, or any statistics or research course approved by the chair of the Department of Mathematics and Computer Science.

In addition, at least 15 credit hours of the minor must consist of courses not used to satisfy General Education requirements, and at least nine hours must be taken at Salisbury University.

* At most one course from MATH 380, MATH 390 and MATH 495 may be used toward the minor.

Theatre

For more information see the Theatre and Dance Department.

Students must complete five courses (including one at 300/400 level) with grades of C or better. Only one course may be used to meet a General Education requirement and at least three courses must be earned at SU. This minor is not available to theatre majors.

1. Complete three courses:

		Credits
THEA 100	Theatre Appreciation	4
or		
THEA 300	History of Theatre I	4
THEA 110	Technical Production	4
or		
THEA 126	Costuming and Theatre Crafts	4
THEA 200	Voice and Movement Fundamentals	4
or		
THEA 210	Design Fundamentals	4

2. Take two additional theatre courses (including one at 300/400 level).

Transfusion Services/Blood Bank

For more information see the Medical Laboratory Science Program in the Health Sciences Department.

Students must complete 24 hours with grades of C or better. At least 15 hours of work applied toward the minor must consist of courses which are not used to satisfy General Education requirements. At least nine of these hours must be credits earned at the University.

Complete the following courses:

		Credits
BIOL 215	Anatomy and Physiology I	4
BIOL 216	Anatomy and Physiology II	4
MDTC 101	Safety in the Biological, Chemical and Clinical Lab	1
MDTC 300	Principles of Medical Laboratory Science	4
MDTC 301	Hematology I	4
MDTC 331	Diagnostic Immunology	4
MDTC 431	Introduction to Transfusion Services	3

SU/UMES MINORS

Salisbury University and the University of Maryland Eastern Shore (UMES) have a cooperative agreement through which students earn minors at either institution. Students should consult with the Provost's Office for the names of department chairs who administer these minors:

Agribusiness (18 credits)
Animal and Poultry Science (18 credits)
Construction Management (24 credits)
Construction Management: Technical (24 credits)
Fashion Merchandising (18 credits)
Food and Beverage Management (18 credits)
Hotel Administration (18 credits)
Plant/Soil Science (18 credits)
Technology Education Teaching Certificate (36 credits)
Technology Education with a
Technical Application for Industry (24 credits)

Charles R. and Martha N. Fulton

Fulton School of Liberal Arts

Dr. Maarten L. Pereboom, Dean
Fulton Hall Room 257 • 410-543-6450

Dr. Keith H. Brower, Associate Dean
Holloway Hall Room 100E • 410-543-6442

Jonathan Colón, Advising Services Coordinator
Fulton Hall Room 256 • 410-543-6236

Majors & Minors

Bachelor of Arts
- Art
- Communication Arts
- Conflict Analysis and Dispute Resolution
- English
- ESOL/K-12 Certification (English to Speakers of Other Languages)
- Environmental Studies
- French
- History
- Interdisciplinary Studies
- International Studies
- Music
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish
- Theatre

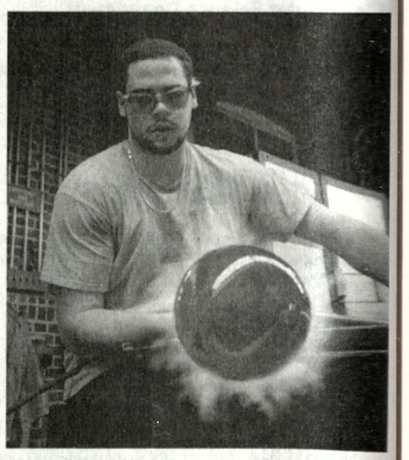
Bachelor of Fine Arts
- Art

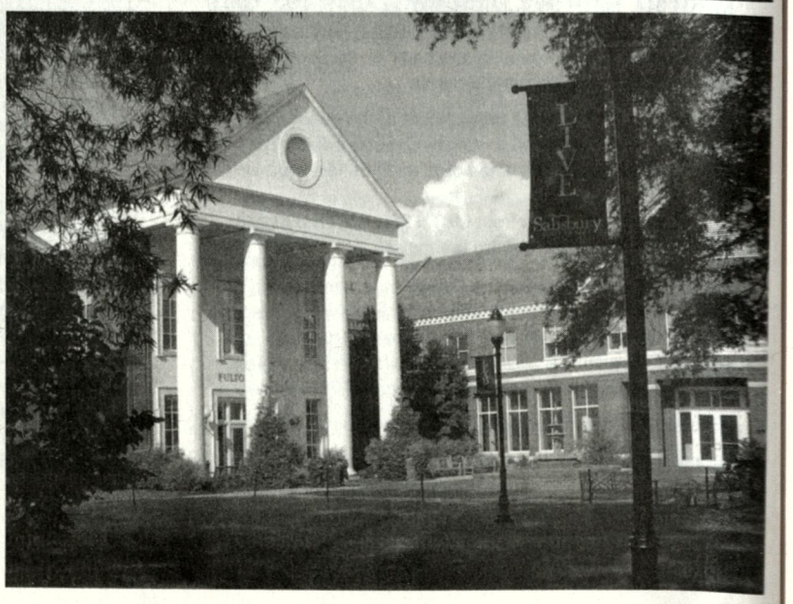
Bachelor of Science
- Interdisciplinary Studies

Minors
- American Studies
- Anthropology
- Art
- Business and Professional Writing
- Conflict Resolution and Peace Studies
- Communication Arts
- Comparative Literature
- Creative Arts
- Dance
- English
- Environmental Studies
- ESOL (English to Speakers of Other Languages)
- Ethnic and Intercultural Studies
- Film
- French
- Gender Studies
- German
- Gerontology
- History
- International Studies
- Latin American Studies
- Music
- Philosophy
- Planning
- Political Science
- Psychology
- Religious Studies
- Social Studies
- Sociology
- South Asian Studies
- Spanish
- Theatre

Master of Arts
- Conflict Analysis and Dispute Resolution *(fall 2009)*
- English
- History

Post-Baccalaureate Certificate in TESOL





www.salisbury.edu/fulton

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School Information

The Fulton School of Liberal Arts, endowed and named in 1990 by Charles R. and Martha N. Fulton of Snow Hill, MD, offers disciplinary programs leading to careers within and built upon the fine arts, humanities and social sciences. The Fultons intended their gift to enhance the economic, educational and cultural resources of the Eastern Shore and its future generations.

Charles Fulton, who grew up on a farm in Kenton, OH, was working in the poultry industry when he met his future wife, Martha Nock, at the 1939 World Poultry Congress in Cleveland. A veteran of World War II, Charles Fulton was for more than half a century involved in Eastern Shore agriculture. In 1965 three of his companies merged with Holly Farms; in 1989 Holly Farms was purchased by Tyson Foods. Charles Fulton served on the board of directors of Holly Farms and First Maryland Bancorp, the second largest bank in Maryland.

Martha Nock attended what was then the State Teachers College in Salisbury in 1937-38, and was a classmate of Franklin P. Perdue. The Nock family was noted for its philanthropic role in the religious and civic life of the community.

In 1992 the Fultons built the Snow Hill (MD) Christian Nursery School; in 1998, with Richard Henson, they gave $1.4 million to build the YMCA in Pocomoke, MD. In 1998 Charles Fulton received an honorary Doctor of Humane Letters from Salisbury University.

Thomas Jefferson emphasized that a public university shapes both individuals and society. One task is to "form [students] to habits of reflection and correct action, rendering them examples of virtue to others, and of happiness within themselves." A second task is "to form the statesmen, legislators and judges, on whom public prosperity and individual happiness are so much to depend." A liberal arts education is the foundation, then, not merely of a good and well-ordered life, but of a just, well-governed society. The Fulton School is, thus, committed to preparing ethical, culturally literate citizens who will lead their communities and nation in the years ahead.

The Fulton School encompasses departments ranging from the humanities (English, History, Modern Foreign Languages, Philosophy) to the social sciences (Political Science, Sociology) to the visual and performing arts (Art, Music). Fulton also includes the departments of Psychology and Communication and Theatre Arts that are themselves as diverse and interdisciplinary as the school itself. More than 90 percent of Fulton's tenure-line faculty hold the terminal degree in their discipline.

The Fulton School values small classes and close interaction between faculty and students. Course offerings encourage students to write and speak clearly and persuasively, to understand and value other cultures in an increasingly global society, to think critically and analytically and to pursue truth wherever the quest leads, to draw on the knowledge and perspectives of the full range of liberal arts and sciences in order to become well-rounded scholars, and to develop sound judgment, strong character and a commitment to civic engagement.

The Fulton School encourages students to pursue independent research under faculty guidance. Fulton students make presentations at the National Conference on Undergraduate Research. Fulton students can take advantage of various learning opportunities outside the classroom; these include community-based internships, participation in theatrical and musical performances and artistic exhibitions, and involvement in departmental clubs.

Fulton faculty endeavors include *Literature/Film Quarterly*, an international academic journal; the Nabb Research Center for Delmarva History and Culture, specializing in local and regional history; a bi-annual conference on American Women Writers of Color; the Maryland Summer Center for the Arts for talented and gifted middle and high school students; the Institute for Public Affairs and Civic Engagement, which promotes faculty and student research and discussion of public policy questions and sponsors student internships in state and local government; and the Center for Conflict Resolution, which does research on interpersonal and global conflict and provides training and services in mediation and conflict resolution. The Bobbi Biron Theatre and the Salisbury Symphony Orchestra are also affiliated with the Fulton School.

In addition to discipline-based programs of study, the Fulton School provides interdisciplinary programming through a range of innovative curricula demonstrating how intellectual curiosity crosses boundaries between disciplines and unique programs that enable students to adapt the rich heritage of liberal arts to current and individual needs. Interdepartmental programs and minors such as American studies, environmental studies, international studies, religious studies, gerontology, comparative literature, conflict resolution/peace studies and women's studies/gender studies give students opportunities to consider issues from an interdisciplinary perspective.

Career-related tracks, such as journalism and graphic design, as well as supervised community-service internships with museums, government agencies and other organizations, enable students to apply a liberal education to actual practice. Students who do not find an existing course of study that meets their interests and needs may, with the help of faculty, design individualized interdisciplinary studies programs. Most departments offer opportunities for international study. The Fulton School sponsors programs in Ecuador, Spain, France and Germany and is affiliated with the American Institute for Foreign Study, which offers study abroad programs at universities in Australia, Austria, England, France, Germany, Japan, Mexico, Russia and Spain.

In addition to participating in the National Conference on Undergraduate Research, the Fulton School participates in SU's annual undergraduate research day to showcase the broad range of student learning, original research and artistic development.

Scholarships and awards in the school include the following:

Fulton Scholarships
Art Assistantship Student Award
Art Department Alumni Recognition Award
Art Department Meritorious Award
Art Department Scholarships
Nettie C. Bentley Scholarship in Music
Gerald and Bette Jane Patt Scholarship in Theatre
Thelma B. Robertson Scholarship in the Liberal Arts
Walter C. Thurston Memorial Award in Photography
Robert A. Elderdice Award in Literature
Joanne Young Award in Theatre
Justin Y. Shen Memorial Award
Leland Starnes Memorial Award in Theatre
Duane C. Nichols Memorial Scholarship in English
History Department Scholastic Award
Outstanding Foreign Language Student Award
Music Department Award

National Dance Association Award
Philosophy Department Outstanding Student Award
Psychology Department Award
Wilcomb E. Washburn Student Prize in History
Delmarva History Prize

THE SCHOOL'S NEW "ENHANCED" CURRICULUM

In fall 2008, the Fulton School of Liberal Arts opened a new era for its curriculum, as the school moved from a three-credit course model to a four-credit course model. The purpose of this change was, and continues to be, to provide students with an enhanced, more rigorous, more focused and deeper learning experience in Fulton courses, including General Education, majors and minors. Accomplishing this required redesigning the curricula of all Fulton programs. It also required converting most of the school's formerly three-credit courses into four-credit courses via the incorporation of one or more "enhancements" that have both raised the credit value and the performance expectations associated with the courses in question.

Enhancements selected from seven areas have been either added to or woven into previously three-credit courses that become four-credit courses in Fulton's new curriculum. A detailed menu of potential course enhancements is found in Appendix D. Fulton courses that feature these enhancements are identified in this catalog by the inclusion of the phrase "Three hours per week with enhancement" in their description.

Students who have initiated Fulton majors or minors under previous catalogs and via the previous Fulton curriculum model will be advised and aided by chairs and advisors in a smooth transition from the old version of the program to the new version.

Departments

ART

Majors: Art (B.A./B.F.A.)
Minor: Art
(See "Undergraduate Minors" section for details.)

Chair
Associate Professor Wm. Brooke Rogers, M.F.A.;
Maryland Institute, College of Art
Professor
Paul Flexner; M.F.A.; Pennsylvania State University
James Hill, Ed.D., C.T.A.
Associate Professors
Edward Brown, M.F.A.; Cranbrook Academy of Art
Ursula Ehrhardt, M.A.; Michigan State University
Jinchul Kim, M.F.A.; School of Visual Art
Dean Peterson, M.F.A.; Eastern Michigan University
Assistant Professors
Alison Chism, M.F.A.; Ohio State University
Elizabeth Kauffman, M.F.A.; University of Cincinnati
Preston Poe, M.F.A.; University of South Florida
Lecturers
Jeanne Anderton, M.F.A.; Syracuse University
Gary Brotman, M.F.A.; Indiana University
Jessica Davis, M.F.A.; Pennsylvania Academy of the Fine Arts
Carl Goldhagen, M.F.A.; University of Maryland College Park
Marjorie Hill, M.F.A.; Southwest Missouri State University
Somiah Lattimore, M.F.A.; Radford University
Sally Molenda, M.F.A.; George Washington University
Pamela Olszewski, M.F.A.; University of Maryland College Park

The Department of Art offers programs leading to the Bachelor of Arts and the Bachelor of Fine Arts in art. Students enjoy wide-ranging instruction in fine arts, graphic design and art history, receiving the technical skill, critical perspective and historical background to pursue careers in art and arts-related fields as well as graduate study in art.

The visual arts provide a means for educating the mind to focus on nonverbal comprehension, sensate-based awareness and personal feelings that are imbued with meaning, but not easily articulated. The visual arts are a manifestation of the creative mind, influencing and influenced by prevailing social issues and reflecting the energy of contemporary society. They provide the student with opportunities to apprehend the nature of creativity by mastering a particular medium.The Art Department's role as an SU department is to guide students through a wide range of creative possibilities open to exploration. The department's mission is to assist students in developing clarity and strength in their artwork and to give energy and expression to their insights, unifying talent and discipline with ideas, feelings and perceptions.

The art curriculum is enhanced by various exhibitions and related programs sponsored by the Salisbury University Galleries, and a show featuring works by graduating artists is held each semester. The department has an "open studio" policy, allowing students access to specially equipped facilities even when class is not in session to complete assignments and pursue independent work.

COMMUNICATION ARTS

Majors: Communication Arts
Minors: Communication Arts
(See "Undergraduate Minors" section for details.)

Chair
Associate Professor Darrell Newton, Ph.D.; University of Wisconsin-Madison
Professors
Frances L. Kendall, Ph.D.; University of Missouri
Andrew Sharma, Ph.D.; Syracuse University
Associate Professors
David Burns, Ph.D.; University of Maryland
Christine Egan, Ph.D.; Florida State University
Bryan Horikami, Ph.D.; Pennsylvania State University
Dennis Leoutsakas, Ph.D.; University of South Florida, Tampa
Jody D. Morrison, Ph.D.; Temple University
Darrell G. Mullins, Ph.D.; Bowling Green State University
Haven Simmons, Ph.D.; University of Iowa
Assistant Professors
Vinita Agarwal, Ph.D.; Purdue University
Jim Burton, Ph.D.; University of Nottingham
Jennifer Cox, M.A.; University of Alabama
Lori Dewitt, Ph.D.; North Dakota State University
Michael D. Moeder, Ph.D.; University of Missouri
Paul E. Scovell, M.S.; Murray State University
Lecturers
Melany Trenary, M.A.; East Carolina University
Amanda Welch-Hamill, M.F.A.; The Catholic University of America

The Department of Communication Arts (CMAT) offers programs leading to the Bachelor of Arts. The curriculum is designed to increase a student's ability to communicate effectively, responsibly and intellectually. Courses taken in the CMAT Department also increase awareness of the global community, the impact of mass communications and the importance of social media. Further, students sharpen their public relations and journalistic skills for professional application. The department also offers expert instruction in radio and television production, giving our majors access to state-of-the-art facilities.

CONFLICT ANALYSIS AND DISPUTE RESOLUTION

Majors: Conflict Analysis and Dispute Resolution
Minors: Conflict Resolution and Peace Studies
(See "Undergraduate Minors" section for details.)
Graduate: M.A. Conflict Analysis and Dispute Resolution

Chair
Assistant Professor Ignaciyas Keetha Poncalan Soosaipillai, Ph.D.; Nova Southeastern University
Program Director
Professor Brian D.D. Polkinghorn, Ph.D.; Syracuse University
Professor
Thomas E. Boudreau, Ph.D.; Syracuse University
Assistant Professors
Jacques Koko, Ph.D.; Nova Southeastern University
Vitus Ozoke, Ph.D.; Nova Southeastern University
Lecturer
Robert M. LaChance, M.A.; Arcadia University

The Department of Conflict Analysis and Dispute Resolution (CADR) is a unique "program of distinction" that awards a Bachelor of Arts in CADR. The department, in conjunction with the Center for Conflict Resolution, Inc. (see "Centers and Institutes" section for details), offers students a multidisciplinary, practical and applied approach to teaching and training. The CADR program balances core concepts in conflict theory and research, linking these to practical applications in the field of conflict analysis and dispute intervention.

Through the Center for Conflict Resolution, which is the practice, research and training wing of the program, CADR excels in providing students with unique mentored extracurricular activities, programs and projects. The center, through its commitment to student learning, has sent students around the world to study and conduct conflict-analysis and intervention research. The center and CADR adopt a 'teaching hospital' model consisting of three wings: teaching, research and practice. Students are fully engaged in all three activities, via supervised mentoring by either CADR faculty and/or center staff. The synergistic impact of the teaching hospital model has led graduates of this program to undertake impressive post graduate careers in the field and to be accepted into leading graduate programs.

CADR majors are equipped for careers in a wide variety of fields including, but not limited to: private-sector mediation; organizational management; human-resource management; law enforcement and work with courts; both domestic and international NGOs; non-profit societies; and governmental agencies.

The CADR Department also offers a master's degree in CADR.

ENGLISH

Major: English, ESOL/K-12 Certification
Minors: English, English to Speakers of Other Languages (ESOL), Business and Professional Writing, Film
(See "Undergraduate Minors" section for details.)
Graduate: M.A. English

Chair
Associate Professor Elizabeth H. Curtin, D.A.; Carnegie-Mellon University
Professors
Ronald L. Dotterer, Ph.D.; Columbia University
Gary M. Harrington, Ph.D.; University of Toronto
Anjali Pandey, Ph.D.; University of Illinois at Urbana-Champaign
John P. Wenke, Ph.D.; University of Connecticut
Associate Professors
David Johnson, Ph.D.; University of Florida
John D. Kalb, Ph.D.; Michigan State University
T. Ross Leasure, Ph.D.; Cornell University
Thomas Moriarty, Ph.D.; Purdue University
Lucy Morrison, Ph.D.; University of South Carolina
Nicole Munday, Ph.D.; Indiana University of Pennsylvania
Judith E. Pike, Ph.D.; University of California Irvine
Joaquin Vilá, Ph.D; Michigan State University
Christopher Vilmar, Ph.D.; Emory University
Elsie Walker, Ph.D.; University of Sheffield, U.K.
Adam H. Wood, Ph.D., Georgia State University
Assistant Professors
James S. King, Ph.D.; City University of New York
April Logan, Ph.D.; Temple University
Loren L. Marquez, Ph.D.; Texas Christian University
Maniv Ratti, D.Phil.; Oxford University
Lecturers
Arnold Melczarek, Ph.D.; University of Florida
Nancy Mitchell, M.F.A.; Warren Wilson College
Cynthia Payne, Ph.D.; Indiana University of Pennsylvania
Tonya Price, M.A.; Salisbury University
Karen Rayne, M.A.; Salisbury University
Gail Samis, M.A.; Salisbury University
P. Ivan Young, M.F.A.; University of South Carolina
Vicki Willey, M.A.; Salisbury University

The Department of English offers programs leading to the Bachelor of Arts in English, enhancing written communication skills, sharpening critical thinking skills, broadening knowledge of the power of language, refining understanding of literature as art and cultivating knowledge in the critical approaches used to analyze literature.

The English concentrations/tracks prepare students for careers and graduate study in such fields as law, copyediting, professional reviewing, technical and grant writing, research, communications, and teaching. The department's teacher certification program prepares students for teaching English in secondary schools. Students who complete this program are certified to teach English in the state of Maryland and those states that have reciprocity agreements with Maryland.

ENVIRONMENTAL STUDIES

Major: Environmental Studies
Minor: Environmental Studies
(See "Undergraduate Minors" section for details.)

Chair
Professor Michael Lewis, Ph.D.: University of Iowa
Professors
Jill Caviglia-Harris, Ph.D.: University of Tennessee
Joint appointment with Economics and Finance Department
James Hatley, Ph.D.: State University of New York at Stony Brook
Assistant Professors
Max Melstrom, Ph.D.: Michigan State University
Joint appointment with Economics and Finance Department
Tami S. Ransom, Ph.D.; University of Virginia
Sarah Surak, Ph.D.: Virginia Polytechnic Institute and State University
Joint appointment with Political Science Department
Departmental Liaisons
Associate Professor Gina Bloodworth, Ph.D.: Pennsylvania State University
Liaison with Geography and Geosciences Department
Associate Professor Ronald Gutberlet, Ph.D.: University of Texas
Liaison with Biological Science Department
Program Management Specialist and Community Outreach
William Nelson, M.A.: Towson University
Adjunct Faculty and Practitioners
Tom Horton, Chesapeake Studies and Nature Writing
Jay Martin, Organic Farming

The Department of Environmental Studies offers the Bachelor of Arts in environmental studies. This course of study integrates courses in the humanities, social sciences and natural sciences to give students the tools they need to examine complex environmental issues in depth and assess them from a variety of perspectives. The program combines a solid academic foundation with extensive experiential learning opportunities. Frequent opportunities for research and community engagement provide environmental studies graduates with a substantial foundation for further graduate study or meaningful careers in environmental fields, ranging from land and resource management, to pollution abatement and control, to environmental sustainability in businesses, to environmental advocacy and education, among many other options.

The curriculum requires that students complete an interdisciplinary core of courses as well as environmental electives from departments across campus. Students are required to take an experiential course (an internship, research or study abroad) and to complete a minor in a related field. Courses emphasize experiential learning and field work, as appropriate. Out of the classroom, there's no better-situated university on the East Coast for study of the interactions between natural and social systems. The Chesapeake region and the Eastern Shore are an extension of the classroom, as students can explore some of the mid-Atlantic's most intact river systems; study coastal barrier islands; visit major wildlife refuges; observe working watermen's communities; investigate close to a hundred thousand acres of wetlands; study some of the nation's largest urban areas; and within a three hour radius visit the capitals of two states or Washington D.C.

HISTORY

Major: History
Minor: American Studies, Anthropology, Gender Studies, History
(See "Undergraduate Minors" section for details.)
Graduate: M.A. History

Chair
Associate Professor Creston S. Long, Ph.D.; The College of William and Mary
Professors
Robert A. Berry, Ph.D.; Indiana University
Richard C. Bowler, Ph.D.; University of California Los Angeles
Gregory C. Ference, Ph.D.; Indiana University
Dean J. Kotlowski, Ph.D.; Indiana University
Michael Lewis, Ph.D.: University of Iowa
Joint appointment with Environmental Studies Department
Timothy S. Miller, Ph.D.; The Catholic University of America
Maarten L. Pereboom, Ph.D.; Yale University
Melanie L. Perreault, Ph.D.; The College of William and Mary
Clara L. Small, Ph.D.; University of Delaware
G. Ray Thompson, Ph.D.; University of Kansas
Associate Professors
Elizabeth A. Ragan, Ph.D.; University of Pennsylvania
Bart R. Talbert, Ph.D.; University of Alabama
Kristen P. Walton, Ph.D.; University of Wisconsin, Madison
Jeanne E. Whitney, Ph.D.; University of Delaware
Assistant Professors
Céline Carayon, Ph.D.; The College of William and Mary
Tom Goyens, Ph.D.; University of Leuven
Emily F. Story, Ph.D.; Vanderbilt University
Visiting Assistant Professors
Jason Boroughs, Ph.D.; The College of William and Mary
Stephanie Moore, Ph.D.; University of California San Diego
Lecturers
Kevin E. Birch, M.A.; Washington College; M.A., University of Maryland College Park
Linda Dwyer, Ph.D.; Michigan State University
Dean J. Fafoutis, M.A.; University of Arizona
Margaret F. Genvert, M.A.; Salisbury University
Claudia A. Hannon, M.A.; Salisbury University
Karen Silverstrim, J.D.; Vermont Law School

The Department of History offers a program leading to the Bachelor of Arts in history. The department's objective is to develop a habit of inquiry enhancing students' abilities to think critically and analytically, speak effectively and write coherently.

The history major examines times and cultures other than our own while fostering a sense of the interconnectedness of our world. Furthermore, it offers a perspective of the issues of our lives and times and their significance in a personal, ethical, global and multicultural framework. Finally, the discipline provides a foundation upon which we can build and strengthen those qualities which make us human.

The history curriculum is excellent preparation for careers that cross disciplinary lines and graduate programs such as history, law, library science, museology and international affairs. History graduates may teach as well as work in local, state and federal government, tourism, publications, advertising, insurance, consulting and numerous areas of business.

The History Department further administers the anthropology and gender studies tracks in interdisciplinary studies. See the Interdisciplinary Studies section of this school for details.

The History Department also offers a master's degree in history, with a concentration in Chesapeake and colonial history.

MODERN LANGUAGES AND INTERCULTURAL STUDIES

Major: French, Spanish, French Secondary Education, Spanish Secondary Education
Minor: French, German, Spanish, Latin American Studies
(See "Undergraduate Minors" section for details.)

Chair
Associate Professor Louise A. Detwiler, Ph.D.; Indiana University
Professor
Keith H. Brower, Ph.D.; Pennsylvania State University
Associate Professor
Brian N. Stiegler, Ph.D.; Pennsylvania State University
Assistant Professors
Marion Duval, Ph.D.; The University of Iowa
Claire F. Kew, Ph.D.; Johns Hopkins University
Corinne Pubill, Ph.D.; University of California - Davis
Lecturers
Carolina Bown, M.A.; Salisbury University
Linda Dwyer, Ph.D.; Michigan State University
Klaudia Thompson, M.A.; University of Kansas

The Department of Modern Languages and Intercultural Studies offers the Bachelor of Arts in French and Spanish as well as minors in French, Spanish, German and Latin American studies. Course offerings also may include Russian, Chinese, Latin and various intercultural/literature in translation topics. The department's mission is to foster students' abilities to think critically and to communicate intelligently and creatively in their native as well as in a foreign language. It promotes the study of language and culture to provide a sense of perspective and a better understanding of the world at large today.

Many foreign language majors prepare for a career in education, but the ability to speak in a second language is beneficial in any career emphasizing the global nature of our world, such as international business, media, journalism, government, social work, tourism and others. The major also prepares students for graduate work in literature and area and international studies.

The department offers courses in intercultural studies which are taught in English and satisfy General Education IIIA or IIIC requirements. They offer students the experience of a direct encounter with or a close-up exposure to a culture other than their own. Through these courses, students are able to view their own cultural values in a more universal context:

		Credits
MDFL 241	The French People	4
MDFL 245	The German People	4
MDFL 246	The Russian People	4
MDFL 248	Studies in Contemporary Cultures	4

The department also offers several literature courses taught in English which satisfy General Education IB requirements. Through these courses, students are able to view another culture as it is reflected through its literature and will come to appreciate the humanistic value of literature:

		Credits
GERM 350	German Short Stories	4
MDFL 300	Studies in French Literature in Translation	4
SPAN 330	Topics in Hispanic Literature in Translation	4

MUSIC

Major: Music
Minor: Music
(See "Undergraduate Minors" section for details.)

Chair
Associate Professor William Folger, D.M.A.; University of North Carolina - Greensboro
Professors
Linda Cockey, D.M.A.; The Catholic University of America
Jerry Tabor, D.M.A.; University of Maryland College Park
Associate Professors
Jackie Lew, Ph.D.; University of Washington, Seattle
Jeffrey Schoyen, D.M.A.; State University of New York at Stony Brook
Assistant Professor
Danielle Cumming, D.M.A.; McGill University
Lecturers
Derek Bowden, M.A.; University of Delaware
Colleen Clark, M.A.; Peabody Conservatory of The Johns Hopkins University
Christopher W. English, B.F.A.; Syracuse University
Lawrence Knier, M.M.; Arcadia University
Sachihio Murasugi, D.M.A.; The Ohio State University
Edward Y. (Ted) Nichols, M.Ed.; Salisbury University
Voice Instructor
John Wesley Wright, M.M.; University of Cincinnati

The Department of Music offers a program leading to the Bachelor of Arts in music that enables students to grow as musicians while availing themselves of the opportunities offered by a broad-based liberal arts curriculum. The department accommodates students seeking an understanding of music within a humanistic context, as well as students seeking to become professional musicians and music teachers.

Within the Bachelor of Arts in music degree program, students may pursue a variety of tracks in performance, liberal arts or teacher certification. Students who complete the teacher certification program are certified to teach music in the state of Maryland and those states that have reciprocity agreements with Maryland. While all tracks are constructed to enable students to pursue graduate study in music, the immediate goals of each track differ according to the varied needs of the student population they serve.

The music program is accredited by the National Association of Schools of Music.

PHILOSOPHY

Major: Philosophy
Minor: Philosophy, Religious Studies, South Asian Studies
(See "Undergraduate Minors" section for details.)

Chair
Associate Professor Joerg Tuske, Ph.D.; Cambridge University
Professor
Grace A. Clement, Ph.D.; Northwestern University
Associate Professor
Richard England, Ph.D.; University of Toronto
Assistant Professor
Itir Gunes, Ph.D.; University of Illinois at Chicago
Timothy Stock, Ph.D.; University of Toronto
Affiliated Faculty
James Hatley, Ph.D.; State University of New York at Stony Brook

The Department of Philosophy offers a program leading to the Bachelor of Arts in philosophy that develops students' abilities to think critically, examine fundamental questions about the nature of the self and the world, and thus to establish a foundation for intelligent action in the world. Students are exposed to a variety of philosophical perspectives and asked to philosophize. Because philosophy teaches clear, coherent and creative thinking, it can be of service in almost any field, particularly law, medicine, government, education, computers, publishing and business. The department also prepares students for graduate study in law, theology, social work and philosophy.

POLITICAL SCIENCE

Majors: International Studies, Political Science
Minors: International Studies, Political Science
(See "Undergraduate Minors" section for details.)

Chair
Associate Professor Leonard C. Robinson, Ph.D.; University of Utah
Professors
Gregory Cashman, Ph.D.; University of Denver
Michael O'Loughlin, Ph.D.; Ohio State University
Associate Professors
Roberta Adams, Ph.D.; University of Pennsylvania
Taehyun Nam, Ph.D.; University of Kansas
Assistant Professor
Adam H. Hoffman, Ph.D.; University of Maryland
Sarah Surak, Ph.D.: Virginia Polytechnic Institute and State University
Joint appointment with Environmental Studies Department

The Department of Political Science offers a program leading to the Bachelor of Arts in political science, which furthers the understanding of political processes and structures at the local, state, national and international levels. Central concerns include the relationship between governmental leaders and citizens, the relationships between nations and the effect on politics of economic, social and cultural forces.

The study of political science is a basis for citizens' responsible political participation and critical thinking, particularly in analyzing public policies. Internship and international field study courses provide hands-on experiences in the real political world.

Political science prepares students for law school and graduate programs in political science, international studies, public administration and policy sciences. Careers for political science majors include government service (local, state or federal level), law, law enforcement, journalism, political campaign management, the military, intelligence agencies and lobbying.

PSYCHOLOGY

Major: Psychology
Minor: Psychology
(See "Undergraduate Minors" section for details.)

Chair
Associate Professor Jason McCartney, Ph.D.; Virginia Polytechnic Institute and State University
Professors
Natalie W. Hopson, Ph.D.; Case Western Reserve University
Suzanne Osman, Ph.D., Syracuse University
George I. Whitehead III, Ph.D.; University of Massachusetts
Associate Professors
J. Craig Clarke, Ph.D.; Lehigh University
Marta Losonczy-Marshall, Ph.D.; George Washington University
Karl J. Maier, Ph.D.; University of Maryland Baltimore County
Thomas Tomcho, Ph.D.; Syracuse University
Mark I. Walter, Ph.D.; University of Maine
Assistant Professors
Cecilia Accocella, Ph.D.; Northeastern University
Larence Becker, Ph.D.; Johns Hopkins University
Rhyannon H. Bemis, Ph.D.; University of New Hampshire
Charisse Chappell, Ph.D.; University of Houston
Lance Garmon, Ph.D.; The Ohio State University
Meredith Patterson, Ph.D.; Claremont Graduate University
Michèle M. Schlehofer, Ph.D.; Claremont Graduate University
Alfred A. Witkofsky, Ph.D.; Northeastern University

The Department of Psychology offers a program leading to a Bachelors of Arts in psychology, providing the knowledge and skills necessary to pursue study in psychology beyond the B.A., or to obtain employment in liberal arts or human services fields. Further, the department serves non-majors fulfilling General Education, minor or other program requirements.

The Department of Psychology encourages a broad-based liberal arts background for all majors. The psychology curriculum focuses on the scientific method and its use in psychological research; examines research literature in areas such as developmental, physiological and social psychology; and helps students communicate psychological information effectively.

SOCIOLOGY

Majors: Sociology
Minors: Ethnic and Intercultural Studies, Gerontology, Sociology
(See "Undergraduate Minors" section for details.)

Chair
Associate Professor Diane S. Illig, Ph.D.; University of Maryland College Park
Professor
Timothy J. Dunn, Ph.D.; University of Texas at Austin
Associate Professors
Charles E. Cipolla, Ph.D.; University of Georgia
Shawn McEntee, Ph.D.; Ohio State University
Assistant Professor
Allan Pappas Jr., Ph.D.; Louisiana State University
Lecturer
Dagmar Berry, Ph.D.; Charles University

The Department of Sociology offers a program leading to a Bachelor of Arts in sociology, which generates interest in how the experiences and behavior of individuals are shaped by social forces. Students gain understanding of the social world they live in and learn to deal with people and organizations in their everyday lives.

Sociology is a valuable preparation for careers in a wide variety of fields including social research, criminology, demography, social psychology, public administration, gerontology, education, rehabilitation, social work and market research. It provides a useful background for law, business, medicine, community planning and politics.

Sociology prepares students for most graduate programs in the liberal arts and social sciences. Through its strong emphasis in the core areas of theory and social research, the curriculum particularly enables students to successfully study sociology beyond the B.A.

▸ Departmental Honors Program

Sociology majors of outstanding ability may achieve recognition through the departmental honors program. To be considered for departmental honors, students should apply to the department chair, or be recommended to the chair by a member of the faculty, no later than the start of their senior year. The faculty will admit qualified students to SOCI 495: Independent Study for Department Honors considering each student and his/her proposal for the independent study. Students are awarded honors upon their completion of the independent study with a grade of B or better and their completion of the major coursework with a minimum 3.5 average.

THEATRE AND DANCE

Majors: Theatre
Minors: Dance, Theatre
(See "Undergraduate Minors" section for details.)

Chair
Professor T. Paul Pfeiffer, Ph.D.; Union Institute and University
Artistic Director, Bobbi Biron Theatre Program
Professors
Victoria V. Hutchinson, Ed.D.; Temple University
Robert Smith, M.F.A.; California Institute of the Arts
Assistant Professors
Thomas E. Anderson, M.F.A.; Wayne State University
Leslie T. Yarmo, M.F.A.; New York University Tisch School of the Arts
Lecturer
Mary V. Norton, Dance Artist-in-Residence
Artistic Director, SU Dance Company

The Department of Theatre and Dance offers a broad-based liberal arts curriculum leading to the Bachelor of Arts in theatre with tracks in performance and design/production, as well as minors in theatre and dance. Dedicated to balancing rigorous academics with high-quality production and repertory performance, it places a high priority on the study of theatre and dance as a means of communication, cultural expression and creativity.

The theatre major is anchored in the liberal arts tradition and strongly rooted in the classical theatre. The major addresses pre-professional training through aesthetic education and criticism, creative expressions, and historical and sociocultural contexts. Design and performance experiences develop a professional work ethic and require participation in all aspects of production. The dance minor provides technical training, methods for teaching and a global perspective for appreciating dance.

The balance of theoretical/applied coursework and performance/production experience develops skills and knowledge that prepare students to enter professional and related fields, pursue graduate study and participate as educated, discerning consumers and supporters of theatre and dance.

The department's performance season runs parallel with the academic year. On average, three mainstage theatre and three dance productions are mounted annually in addition to several studio shows and readings; and, in alternate years, a mainstage theatre production in collaboration with the Department of Music and the Salisbury Symphony Orchestra.

Undergraduate Majors

ART

Department of Art

Wm. Brooke Rogers, Chair
410-543-6270

BACHELOR OF ARTS IN ART

Students must complete 52 credit hours in art, at least 20 of which must be at the 300/400 level. Of these 52 hours, 36 hours are required core courses, and 16 hours must be taken in one of the following approved tracks: visual communications, two-dimensional studio, three-dimensional studio or art history. Note that students in the three-dimensional studio tracks have somewhat different core requirements, as listed below.

All art courses must be completed with a C or better. Additionally, students must take at least 20 hours of their free electives outside the Art Department (one course must be upper division), including six to eight hours of a foreign language. Students may provide evidence of proficiency to satisfy the language requirement.

The requirements for the B.A. in art are as follows:

1. Complete the core art courses:

		Credits
ART 121	Design Principles	4
ART 129	Introduction to Digital Photography	4
or		
ART 229	Photography I	4
ART 130	Drawing I	4
ART 201	Introduction to Art History	4
ART 215	Ceramics I	4
or		
ART 271	Glass I	4
ART 226*	Graphic Design I	4
or		
ART 227*	Digital Design and Layout	4
or		
ART 280	New Media I	4
ART 246**	Painting I	4
or		
ART 261**	Sculpture	4
ART 299	Sophomore Seminar	2
ART 499	Senior Exhibition	2
ART XXX	Art History Elective	4
ART XXX	Art History Elective	4

Students with a track in visual communications should take ART 226; all others should take ART 227.
** Students in the three-dimensional studio track must take ART 261. Students in the two-dimensional studio track must take ART 246.

2. Select 16 credits in one of the tracks listed below, excluding core courses.

Visual Communications B.A. Track

		Credits
ART 280	New Media I	4
ART 380	New Media II	4
ART 312	World Wide Web Design	4
ART 313	Interactive Animation	4
ART 326	Graphic Design II	4
ART 328	Illustration	4
ART 329	Photography II	4
ART 355	Digital Imaging	4
ART 359	Advanced Digital Photography	4
ART 390	Advanced Study	1-3
ART 395	Special Topics in Art	4
ART 420	Photography II	4
ART 426	Graphic Design III	4
ART 429	Advanced Photography	4-8
ART 480	Advanced New Media	4-8
ART 490	Independent Study	1-3
ART 491	Internship	1-4
ART 495	Agency	4

Two-Dimensional Studio B.A. Track

		Credits
ART 230	Drawing II	4
ART 330	Drawing III	4
ART 340	Painting II	4
ART 345	Advanced Composition	4
ART 350	Printmaking: Lithography	4
ART 351	Printmaking: Etching	4
ART 352	Printmaking: Silkscreen	4
ART 353	Printmaking: Relief	4
ART 390	Advanced Study	1-3
ART 395	Special Topics in Art	4
ART 430	Drawing IV	4
ART 431	Advanced Drawing	4-8
ART 440	Painting III	4
ART 441	Painting IV	4
ART 442	Advanced Painting	4-8
ART 490	Independent Study	1-3

Art History B.A. Track

		Credits
ART 208	History of Baroque and Rococo	4
ART 300	Modern Art to 1945	4
ART 301	Northern Renaissance Art	4
ART 302	American Art: Colonial to 1900	4
ART 303	American Art: 20th Century	4
ART 305	Art Since 1945	4
ART 306	History of Greek and Roman Art	4
ART 310	Italian Renaissance Art	4
ART 335	Women in Art	4
ART 390	Advanced Study	1-3
ART 391	Special Topics in Art History	4
ART 399	International Field Study	4
ART 490	Independent Study	1-3

Three-Dimensional Studio B.A. Track

		Credits
ART 215	Ceramics I	4
ART 261	Sculpture	4
ART 265	Wood Sculpture	4
ART 271	Glass I	4
ART 315	Ceramics II	4
ART 318	Book Arts	4
ART 361	Sculpture II	4
ART 371	Glass II	4
ART 390	Advanced Study	1-3
ART 395	Special Topics in Art	4
ART 415	Ceramics III	4
ART 416	Advanced Ceramics	4-8
ART 461	Advanced Sculpture	4
ART 471	Advanced Glass	4-8
ART 490	Independent Study	1-3

BACHELOR OF FINE ARTS IN ART

Students must complete 78 hours in art, at least 16 of which must be at the 300/400 level, with minimum grades of C. They additionally select an approved track, complete special assignments and periodically submit a portfolio for review. The major requirements are as follows:

1. Complete 12 core art courses:

		Credits
ART 121	Design Principles	4
ART 129*	Introduction to Digital Photography	4
or		
ART 229*	Photography I	4
ART 130	Drawing I	4
ART 201	Introduction to Art History	4
ART 215	Ceramics	4
or		
ART 271	Glass I	4
ART 226	Graphic Design I	4
or		
ART 227	Digital Design and Layout	4
or		
ART 280	New Media I	4
ART 230	Drawing II	4
or		
ART 35X	Printmaking area (350, 351, 352 or 353)	4
ART 246	Painting I	4
ART 261	Sculpture I	4
ART 299	Sophomore Seminar	2
ART XXX	Art History Elective	4
ART XXX	Art History Elective	4
ART 499	Senior Exhibition	2

* Students with a track in photography must take ART 229; all others may take ART 129 or 229.

2. Select art electives (not track courses) to reach a total of 78 credits in the art program.

3. Select a minimum of 16 credits in a B.F.A. track, excluding any core courses. Program guides for specific course selection are available from the art department. The tracks include ceramics, drawing, graphic design, hot glass, photography, painting, sculpture and new media.

4. B.F.A. students must be sponsored by their advisor, and a faculty committee must review the student portfolio upon completion of Senior Exhibition (ART 499).

Ceramics B.F.A. Track

		Credits
ART 315	Ceramics II	4
ART 395	Special Topics in Art	4
ART 415	Ceramics III	4
ART 416	Advanced Ceramics	4-8
ART 490	Independent Study	1-3

Drawing B.F.A. Track

		Credits
ART 330	Drawing III	4
ART 345	Advanced Composition	4
ART 390	Advanced Study in Art	1-3
ART 395	Special Topics in Art	4
ART 430	Drawing IV	4
ART 431	Advanced Drawing	4-8
ART 490	Independent Study	1-3

Graphic Design B.F.A. Track

		Credits
ART 326	Graphic Design II	4
ART 426	Graphic Design III	4
ART 490	Independent Study	1-3
ART 491	Internship	1-4
ART 495	Graphic Design Agency	4

Hot Glass B.F.A. Track

		Credits
ART 371	Glass II	4
ART 395	Special Topics in Art	4
ART 471	Advanced Glass	4-12
ART 490	Independent Study	1-3

Photography B.F.A. Track

		Credits
ART 329	Photography II	4
ART 355	Digital Imaging	4
ART 359	Advanced Digital Photography	4
ART 395	Special Topics in Art	4
ART 420	Photography III	4
ART 429	Advanced Photography	4-8
ART 490	Independent Study	1-3
ART 491	Internship	1-4

Painting B.F.A. Track

		Credits
ART 340	Painting II	4
ART 395	Special Topics in Art	4
ART 440	Painting III	4
ART 441	Painting IV	4
ART 442	Advanced Painting	4-8
ART 490	Independent Study	1-3
ART 491	Internship	1-4

Sculpture B.F.A. Track

		Credits
ART 265	Wood Sculpture	4
ART 361	Sculpture II	4
ART 395	Special Topics in Art	4
ART 461	Advanced Sculpture	4-12
ART 490	Independent Study	1-3

New Media B.F.A. Track

		Credits
ART 280	New Media I	4
ART 380	New Media II	4
ART 395	Special Topics (Video)	4
ART 480	Advanced Media	4-8
ART 490	Independent Study	1-3
ART 491	Internship	1-4

General Information

General Education

ART 121, 129, 130, 201 or 215 may be used to satisfy a General Education Group IIIA or IIIC requirement. Students seeking art studio credits without registration in areas of special proficiency may challenge courses through a written examination and presentation of a portfolio. The challenge procedure is not open to first-semester freshmen. Transfer students wishing to challenge studio courses should contact the department chair to arrange for advising, testing and presentation of a portfolio.

The Art Department reserves the right to retain permanently one work completed by each student in each class. Disposition of these works is the prerogative of the department. Other works may be held temporarily for use in special exhibitions and will be available to owners no later than one year after the lending date.

Curriculum Guide: Bachelor of Fine Art

To assure students' academic progress and to assist them in planning for careers or graduate study, advising by art faculty is mandatory. The following is a sample sequence of courses for students majoring in fine art. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ART 121	Design Principles	4
ART 130	Drawing I	4
ENGL 103	Composition and Research	4
HIST 10X	Gen. Ed. IIA (HIST 101, 102, or 103)	4
		16
ART 230	Drawing II	4
or		
ART 35X	Printmaking area (350, 351, 352 or 353)	4
ART 201	Introduction to Art History	4
	General Education Requirement	4
	General Education Requirement	4
		16

SOPHOMORE YEAR		Credits
ART 215	Ceramics I	4
or		
ART 271	Glass I	4
ART 261	Sculpture I	4
	General Education Requirement	3-4
		15-16
ART 226	Graphic Design I	4
or		
ART 227	Digital Design and Layout	4
or		
ART 280	New Media I	4
ART 129	Introduction to Digital Photography	4
or		
ART 229	Photography I	4
ART 299	Sophomore Seminar	2
	General Education Requirement	4
	General Education Requirement	3-4
		17-18

JUNIOR YEAR		Credits
ART XXX	Area of Emphasis Course	4
ART XXX	Art Elective	4
ART XXX	Art History Elective	4
	General Education Requirement	3-4
		15-16
ART XXX	Area of Emphasis Course	4
ART XXX	Art Elective	4
ART XXX	Art History Elective	4
	General Education Requirement	3-4
		15-16

SENIOR YEAR		Credits
ART XXX	Area of Emphasis Course	4
ART XXX	Art Elective	4
	General Education Requirement	3-4
	General Education Requirement	3-4
		14-16
ART XXX	Area of Emphasis Course	4
ART XXX	Art Elective	4
	General Education Requirement	3-4
ART 499	Senior Exhibition	2
		13-14

For a major checklist visit www.salisbury.edu/checklists.

COMMUNICATION ARTS

Department of Communication Arts

Dr. Darrell, Newton, Chair
410-677-5060

Students must complete 10 courses in the department, at least four courses at the 300/400 level, with grades of C or better. Students must receive a grade of C or better in all prerequisite courses before progressing to an advanced course. Transfer students majoring in communication arts must complete a minimum of four courses in communication arts courses at Salisbury University with minimum grades of C. The requirements are as follows:

1. Complete the following core courses:

		Credits
CMAT 101	Introduction to Human Communication Studies	4
CMAT 102	Introduction to Mass Media	4
CMAT 399	International Studies in Communication	4
or		
CMAT 490	Communication Seminar	4
or		
CMAT 495	Internship in Communication	4
or		
CMAT 497	Independent Research	4

2. Complete one of the following tracks: human communication studies, media production, media studies or journalism/public relations.
3. Complete a minor outside the Communication Arts Department.

Human Communication Studies Track

This track allows for emphasis in areas such as interpersonal communication theory, organizational communication, training and development, human relations/human resources.

Track Core: Two Courses

		Credits
CMAT 218	Rhetoric and Public Presentation	4
CMAT 297	Communication Research	4

Competency Electives

Choose five courses as directed below:

Relational Communication Competence:
Choose one of the following:

		Credits
CMAT 205	Interpersonal Communication	4
CMAT 305	Relational Communication	4
CMAT 306	Conversational Analysis	4
CMAT 307	Interpersonal Conflict	4
CMAT 312	Nonverbal Communication	4
CMAT 405	Family Communication	4

Organizational Communication Competence:
Choose one of the following:

		Credits
CMAT 250	Instructional Communication	4
CMAT 260	Introduction to Organizational Communication	4
CMAT 308	Interviewing	4
CMAT 310	Small Group Discussion	4
CMAT 314	Conference and Meeting Management	4
CMAT 365	Managerial Communication	4
CMAT 460	Applied Organizational Communication	4

Cultural Communication Competence:
Choose one of the following:

		Credits
CMAT 300	Intercultural Communication	4
CMAT 304	Communication, Gender and Culture	4
CMAT 335	Communicating on the Web	4
CMAT 430	Political Communication	4
CMAT 465	Communication Technology	4

Additional Courses

Select two additional courses from any of the Human Communication Studies Track competency groups above or from the general electives listed here:

		Credits
CMAT 317	Persuasion and Argumentation	4
CMAT 390	Special Topics in Human Communication Studies	4
CMAT 399	International Studies in Communication	4
CMAT 400	Advanced Communication Theory	4
CMAT 490	Communication Seminar	4
CMAT 492	Independent Study	4
CMAT 495	Internship	4
CMAT 497	Independent Research	4

Media Production Track

This track prepares students for careers in new media, broadcast production and performing for the media.

Track Core: Four Courses

		Credits
CMAT 131	Writing for Media	4
CMAT 234	Beginning Audio Production	4
CMAT 243	Television Studio Production	4
CMAT 343	Field Video Production	4

Track Electives

Choose three courses from the following:

		Credits
CMAT 354	Advanced Audio Production	4
CMAT 373	News Packages and Documentary Shorts	4
CMAT 392	Studies in Media Production	4
CMAT 399	International Studies in Communication	4
CMAT 433	Documentary Production	4
CMAT 434	Producing a Television Magazine Show	4
CMAT 435	Directing for the Camera	4
CMAT 446	Digital Filmmaking	4
CMAT 456	Advanced Studio Video Production	4
CMAT 466	Specialized Reporting for TV and the Web	4

Media Studies Track

This track prepares students for careers in mass media management, media criticism and legal aspects in media.

Track Core: Three Courses

		Credits
CMAT 131	Writing for Media	4
CMAT 332	Media Criticism	4
CMAT 334	Mass Media in Society	4

Track Electives

Choose four courses from the following:

		Credits
CMAT 240	Introduction to Journalism/Public Relations	4
CMAT 297	Communication Research	4
CMAT 331	Dramatic Writing	4
CMAT 336	Cinema and Society	4
CMAT 337	International Media	4
CMAT 338	Mass Media Management	4
CMAT 339	Business of Media	4
CMAT 342	Advertising Campaigns	4
CMAT 391	Studies in Media	4
CMAT 399	International Studies in Communication	4
CMAT 438	Mass Media Law	4
CMAT 439	Critical Issues in New Media	4

Journalism/Public Relations Track

This track prepares students for careers in print journalism, corporate and public sector public relations.

▸ Track Core: Three Courses

		Credits
CMAT 240	Introduction to Journalism/Public Relations	4
CMAT 249	Journalism/Public Relations Practicum	2
CMAT 344	Writing for the Professions	4

▸ Track Electives

Choose four courses from one of the two groups.

Public Relations Electives

		Credits
CMAT 297	Communication Research	4
CMAT 308	Interviewing	4
CMAT 314	Conference and Meeting Management	4
CMAT 340	Public Relations Writing	4
CMAT 342	Advertising Campaigns	4
CMAT 345	Sports Communication	4
CMAT 346	Public Affairs Reporting	4
CMAT 348	Media Design and Layout	4
CMAT 394	Studies in Journalism/Public Relations	4
CMAT 399	International Studies in Communication	4
CMAT 438	Mass Media Law	4
CMAT 440	Media and Criminal Justice	4
CMAT 444	Environmental Communication	4
CMAT 447	International Public Relations	4
CMAT 448	Public Relations Cases and Strategies	4
CMAT 465	Communication Technology	4

Journalism Electives

		Credits
CMAT 297	Communication Research	4
CMAT 308	Interviewing	4
CMAT 345	Sports Communication	4
CMAT 346	Public Affairs Reporting	4
CMAT 348	Media Design and Layout	4
CMAT 394	Studies in Journalism/Public Relations	4
CMAT 399	International Studies in Communication	4
CMAT 438	Mass Media Law	4
CMAT 439	Critical Issues in New Media	4
CMAT 440	Media and Criminal Justice	4
CMAT 444	Environmental Communication	4
CMAT 465	Communication Technology	4

General Information

▸ General Education

Students may select one of the following courses to satisfy the General Education Group IIIA or IIIC requirements:

		Credits
CMAT 100	Fundamentals of Communication	4
CMAT 101	Introduction to Human Communication Studies	4
CMAT 102	Introduction to Mass Media	4
CMAT 131	Writing for Media	4
CMAT 205	Interpersonal Communication	4
CMAT 250	Instructional Communication	4
CMAT 260	Fundamentals of Organizational Communication	4

▸ Departmental Honors Program

Students may complete an honors project at the invitation of the department. Interested students should contact their advisors or the department chairperson.

Curriculum Guide: Bachelor of Arts In Communication Arts

The following is a sample sequence of courses for freshman students majoring in communication arts. Information regarding course requirements and sequence beyond the freshman year is available upon request from the Communication Arts Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
CMAT 101	Introduction to Human Communication Studies	4
ENGL 103	English Composition	4
HIST 10X	General Education IIA (HIST 101, 102 or 103)	4
	Gen. Ed. Group IIIB or IIIC	4
		16
CMAT 102	Introduction to Mass Media	4
ENGL XXX	Gen. Ed. IB Literature course	4
	Gen. Ed. Group IVA, IVB or IVC	3-4
PHEC 106	Personalized Health/Fitness	3
		14-15

For a major checklist visit www.salisbury.edu/checklists.

CONFLICT ANALYSIS AND DISPUTE RESOLUTION

Department of Conflict Analysis and Dispute Resolution

Dr. Ignaciyas Keetha Poncalan Soosaipillai, Chair
410-543-6435

The conflict analysis and dispute resolution major is housed in the Conflict Analysis and Dispute Resolution Department. The curriculum requirements for the conflict analysis and dispute resolution major are designed to provide a sound pre-professional training ground for undergraduate students who intend to pursue professional conflict intervention positions or to continue in a higher education setting. The major is designed to provide specialized pre-professional training with its emphasis on analytical and practical skills. While remaining anchored in a liberal arts tradition and strongly rooted in the social sciences, the program is designed to easily allow students to study in other fields outside the major in order to enrich these skills and these traditions. Faculty work with students individually to develop strong analytical and practical skills. Students are also guided in the development of a work ethic appropriate to professional conflict resolution practitioners.

The major in conflict analysis and dispute resolution requires time in the field working with organizations and institutions that need conflict resolution services. The major has an internship and field research requirement that can be completed in the local community, the region, nation or internationally.

The Bachelor of Arts in conflict analysis and dispute resolution requires a minimum of 120 credit hours. Students in conflict analysis and dispute resolution will successfully complete a total of 10 courses in conflict analysis and dispute resolution (including electives) with no less than five courses for the major at the 300-400 level. All required courses must be completed with grades of C or better.

Transfer students majoring in conflict analysis and dispute resolution are required to complete at least five upper-level CADR courses with a grade of C or better at Salisbury University.

1. Complete five courses core course work:

		Credits
CADR 200	Foundations of Conflict and Conflict Resolution	4
CADR 300	Theories of Conflict and Conflict Resolution	4
CADR 321	Research Methods	4
CADR 400	Practicum and Internship	3-4
CADR 401	Dispute Systems Design	4

2. Complete two courses of conflict analysis and dispute resolution elective course work (at least one 300/400 level):

		Credits
CADR 225	Sociology of Violence and Non-violence	4
CADR 301	International Conflict and Conflict Resolution	4
CADR 302	Cross-Cultural Conflict Analysis and Intervention	4
CADR 303	Studies in Conflict Analysis and Dispute Resolution	4
CADR 403	Resolving Environmental Conflict	4
CADR 404	Negotiation and Conflict Management in Business	4
CADR 405	Special Topics	4

3. Students must complete three courses of electives to complete one of the following three tracks:

International Track

Emphasizes challenges between nation, state and world systems.

		Credits
CADR 301*	International Conflict and Conflict Resolution	4
CADR 302*	Cross-Cultural Conflict Analysis and Intervention	4
CADR 303*	Studies in Conflict Analysis and Dispute Resolution	4
CADR 403*	Resolving Environmental Conflict	4
CADR 404*	Negotiation and Conflict Management in Business	4
CADR 405*	Special Topics	4
CADR 490	Individual Directed Study	1-4
CADR 495	Individual Research	4
ECON 402	Comparative Economic Systems	3
ECON 415	Environmental and Natural Resource Economics	3
ECON 441	International Economics	3
HIST 210	Introduction to World Religions	4
HIST 224	Hitler and the Third Reich	4
HIST 225	Holocaust: The Extermination of the European Jews	4
HIST 312	History of Ireland in Modern Times	4
HIST 325	History of European Revolutions Since 1815	4
HIST 355	The Middle East Since 1800	4
HIST 380	The American Military Experience	4
HIST 401	History of U.S. Foreign Relations	4
HIST 421	Europe in the 20th Century World	4
HIST 451	World War I	4
HIST 452	The Second World War: A Global History	4
HIST 453	The Cold War: A Global History	4
HIST 478	Ancient Military History	4
HIST 479	Medieval Military History	4
PHIL 301	Violence and Nonviolence	4
POSC 200	Political Ideologies	4
POSC 210	Introduction to International Relations	4
POSC 213	War and Peace in Middle East	4
POSC 215	American Foreign Policy	4
POSC 230	Judicial Processes and Politics	4
POSC 301	Political Parties and Pressure Groups	4
POSC 370	Democracy	4
POSC 408	Political Violence and Terrorism	4
POSC 409	Causes of War	4
POSC 411	International Law	4
POSC 415	The United Nations System	4
POSC 450	Civil Rights and Liberties	4
SOCI 250	Race Relations in Global Perspective	4
SOCI 339	Immigration	4

* Only if not used as an elective in No. 2.

Intergroup/Organizational Track

Emphasizes conflict escalation based on group affiliation including areas such as cross-cultural, ethic, racial and gender conflict.

		Credits
ACCT 248	Legal Environment	4
CADR 301*	International Conflict and Conflict Resolution	4
CADR 302*	Cross-Cultural Conflict Analysis and Intervention	4
CADR 303*	Studies in Conflict Analysis and Dispute Resolution	4
CADR 403*	Resolving Environmental Conflict	4
CADR 404*	Negotiation and Conflict Management in Business	4
CADR 405*	Special Topics	4
CADR 490	Individual Directed Study	1-4
CADR 495	Individual Research	4
CMAT 260	Fundamentals of Organizational Communication	4
CMAT 300	Intercultural Communication	4
CMAT 310	Small Group Discussion	4
CMAT 314	Conference and Meeting Management	4
CMAT 400	Advanced Communication Theory	4
CMAT 460	Applied Organizational Communication	4
ECON 300	Economic History of the United States	3
ECON 336	Public Sector Economics	3
ECON 381	Labor Economics	3
GEOG 202	Cultural Geography	3
GEOG 308	Principles of Planning	3
GEOG 402	Environmental Planning	3
HIST 308	Sectional Conflict and Civil War	4
HIST 376	Violence and Nonviolence in America	4
HIST 382	American Religious History	4
HIST 387	Racism and Discrimination	4
HIST 388	Civil Rights in American History	4
HIST 389	U.S. Environmental History	4
HIST 440	Minority Groups in United States History	4
MGMT 320	Management and Organizational Behavior	3
MGMT 492	Strategic Management	3
POSC 230	Judicial Process and Politics	4
POSC 320	Public Policy Analysis	4
POSC 450	Civil Rights and Liberties	4
PSYC 306	Social Psychology	4
PSYC 375	Psychology of the Law	4
PSYC 409	Environmental Psychology	4
PSYC 410	Multicultural Issues	4
SOCI 305	Sociology of Law	4
SOCI 320	Social Movements	4
SOCI 344	Complex Organizations	4

* Only if not used as an elective in No. 2.

Interpersonal Track

Emphasizes conflict that may result from human factors such as miscommunication, misperception, misunderstanding and other forces that are manifest between individuals.

		Credits
CADR 301*	International Conflict and Conflict Resolution	4
CADR 302*	Cross-Cultural Conflict Analysis and Intervention	4
CADR 303*	Studies in Conflict Analysis and Dispute Resolution	4
CADR 403*	Resolving Environmental Conflict	4
CADR 404*	Negotiation and Conflict Management in Business	4
CADR 405*	Special Topics	4
CADR 490	Individual Directed Study	1-4
CADR 495	Individual Research	4
CMAT 205	Interpersonal Communication	4
CMAT 304	Communication, Gender and Culture	4
CMAT 305	Interpersonal Communication II	4
CMAT 307	Interpersonal Conflict	4
CMAT 312	Nonverbal Communication	4
CMAT 317	Persuasion and Argumentation	4
CMAT 400	Advanced Communication Theory	4
CMAT 405	Family Communication	4
EDUC 210	School in a Diverse Society	3
HIST 213	Introduction to Gender Studies	4
HIST 379	Women and Family in Europe and the United States	4
PHIL 203	Ethics	4
PHIL 315	Life and Death Issues in Health Care	4
PHIL 316	Philosophy and Feminism	4
PHIL 319	Law and Morality	4
PHIL 322	Existentialism	4
PHIL 323	Buddhist Philosophy	4
PSYC 300	Developmental Psychology	4
PSYC 306	Social Psychology	4
PSYC 333	Effective Parenting	4
PSYC 334	Psychology of Women	4
PSYC 336	Psychology of Men	4
SOCI 220	The Family	4
SOCI 304	Social Inequality	4
SOCI 314	Sociology of Gender	4
SOCI 325	Sexuality, Alternatives and Society	4
SOCI 326	Social Interaction	4

* Only if not used as an elective in No. 2.

Curriculum Guide: Bachelor of Arts in Conflict Analysis and Dispute Resolution

The following is a sample sequence of courses for freshman students majoring in conflict analysis and dispute resolution. Information regarding course requirements and sequence beyond the freshman year is available upon request from the Conflict Analysis and Dispute Resolution Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 103	Composition and Research	4
HIST 10X	Gen. Ed. IIA (HIST 101, 102 or 103)	4
	Gen. Ed. Group IIIB or IIIC	4
	Gen. Ed. Group IVA	4
		16
CADR 200	Foundations of Conflict and Conflict Resolution	4
ENGL XXX	Gen. Ed. IB Literature Course	4
PHEC 106	Personalized Health/Fitness	3
	Gen. Ed. Group IV	4
		15

For a major checklist visit www.salisbury.edu/checklists.

ENGLISH

Department of English

Dr. Elizabeth H. Curtin, Chair
410-543-6445

English Core

Students may complete the liberal arts English major in one of seven ways: creative writing concentration, English as a second language track, film concentration, linguistics concentration, literature concentration, writing and rhetoric track, or teacher certification. Students in all concentrations and tracks must meet the following core requirements:

1. Complete 10 courses of English beyond ENGL 103.
2. Complete all courses in the major with grades of C or better.
3. Complete one writing course beyond ENGL 103 (taken as part of track/concentration).
4. Complete one diversity course (taken as part of track/concentration).
5. Complete the requirements of a track or concentration.
6. Take a maximum of two courses at the 200 level; a minimum of three courses at the 400 level.

PLEASE NOTE: All University students must earn a C or better in ENGL 103 to apply it toward graduation and to qualify for enrollment in other English courses.

Creative Writing Concentration

The creative writing concentration includes the following requirements:

1. Complete the following course:

		Credits
ENGL 351	Creative Writing	4

2. Choose three of the following courses (any one of the courses may be repeated once):

		Credits
ENGL 415	Fiction Workshop	4
ENGL 416	Poetry Workshop	4
ENGL 417	The Writer's Craft	4
ENGL 455	Non-Fiction Workshop	4

3. Choose one writing course from the following:

		Credits
ENGL 306	Writing for the Disciplines	4
ENGL 308	Composition III	4
ENGL 463	Literary Analysis	4

4. Choose one diversity course from the following:

		Credits
ENGL 255	African-American Short Story	4
ENGL 338	Literature of the Queer	4
ENGL 365	Literature of the "Third World"	4
ENGL 370	Latina/o Literature	4
ENGL 371	Topics in Latina/o Literature	4
ENGL 378	Literature of the African Diaspora	4
ENGL 379	Literature of the Harlem Renaissance	4
ENGL 383	African American Literature	4
ENGL 384	Native American Literature	4
ENGL 385	Ethnic Literature in America	4
ENGL 386	American Women Writers of Color	4
ENGL 389	Topics in Native American Literature	4
ENGL 404	International Cinema	4
ENGL 433	Language and Culture	4
ENGL 438	Bilingualism	4

5. Choose English electives as needed to equal 10 courses (three must be in literature).

Film Concentration

The film concentration includes the following requirements:

1. Complete the following courses:

		Credits
ENGL 220	Introduction to Film	4
ENGL 323	Major Film Directors	4
ENGL 324	Film Genre	4
ENGL 402	Film History	4
ENGL 404	International Cinema (diversity requirement)	4
ENGL 408	Film Theory	4

2. Choose one writing course from the following:

		Credits
ENGL 306	Writing for the Disciplines	4
ENGL 308	Composition III	4
ENGL 463	Literary Analysis	4

3. Choose three English electives (12 credits) to equal 10 courses. One literature course fulfills General Education IB. Students should consult with their advisor for specific recommendations for the English course offerings best suited to their particular film interests. Students may also take one of the following courses outside the department and count it toward the major:

		Credits
CMAT 331*	Dramatic Writing for Media	4
CMAT 332*	Media Criticism and Analysis	4
CMAT 334*	Mass Media and Society	4
CMAT 339*	Studies in Mass Media	4

* Courses have CMAT prerequisites.

Linguistics Concentration

The linguistics concentration includes the following requirements:

1. Complete the following courses:

		Credits
ENGL 240	Introduction to Study of Language	4
ENGL 431	Survey of Modern English Grammars	4
ENGL 433	Language and Culture (diversity requirement)	4

2. Choose one writing course from the following:

		Credits
ENGL 306	Writing for the Disciplines	4
ENGL 308	Composition III	4

3. Choose two electives from the following:

		Credits
ENGL 430	Principles of Linguistics	4
ENGL 439	Second Language Acquisition	4
ENGL 465	Research in Composition	4
ENGL 467	History and Theory of Rhetoric	4
ENGL 491	Topics in Linguistics and Language Learning	4

4. Choose English electives as needed to equal 10 courses, including one literature course (fulfills General Education IB).

Literature Concentration

The literature concentration includes the following requirements:

1. Choose one American literature period or genre course from the following:

		Credits
ENGL 480	Colonial American Literature	4
ENGL 481	American Renaissance	4
ENGL 482	American Realism and Naturalism	4
ENGL 484	American Novel I	4

2. Choose one of the following courses:

		Credits
ENGL 411	Chaucer	4
ENGL 412	Milton	4
ENGL 413	Shakespeare	4

3. Choose one British and one American literature survey course (one of which must be the earlier course in the sequence) from the following:

		Credits
ENGL 356	British Literature I (Beginnings-1675)	4
ENGL 357	British Literature II (1675-Present)	4
ENGL 380	American Literature I (Beginnings-1865)	4
ENGL 381	American Literature II (1865-Present)	4

4. Choose one British literature period or genre course from the following:

		Credits
ENGL 471	Medieval Literature	4
ENGL 472	Literature of the British Renaissance	4
ENGL 473	Restoration and 18th Century Literature	4
ENGL 474	Romantic Literature	4
ENGL 475	Victorian Literature	4
ENGL 476	British Novel I (18th century)	4

5. Choose one additional American or British 400-level course from the following:

		Credits
ENGL 477	British Novel II (19th Century)	4
ENGL 479	Contemporary British Literature	4
ENGL 483	American Southern Writers	4
ENGL 485	American Novel II	4
ENGL 488	Contemporary Trends in American Literature	4

6. Choose one writing course from the following:

		Credits
ENGL 308	Composition III	4
ENGL 463	Literary Analysis	4
ENGL 464	Rhetorical Criticism	4

7. Choose one diversity course from the following:

		Credits
ENGL 255	African-American Short Story	4
ENGL 338	Literature of the Queer	4
ENGL 365	Literature of the "Third World"	4
ENGL 370	Latina/o Literature	4
ENGL 371	Topics in Latina/o Literature	4
ENGL 378	Literature of the African Diaspora	4
ENGL 379	Literature of the Harlem Renaissance	4
ENGL 383	African-American Literature	4
ENGL 384	Native American Literature	4
ENGL 385	Ethnic Literature in America	4
ENGL 386	American Women Writers of Color	4
ENGL 389	Topics in Native American Literature	4
ENGL 404	International Cinema	4
ENGL 433	Language and Culture	4
ENGL 438	Bilingualism	4

8. Choose English electives as needed to equal 10 courses.

English as a Second Language Track

The English as a second language track includes the following requirements:

1. Choose four courses from the following:

		Credits
ENGL 430	Principles of Linguistics	4
ENGL 432	Literacy and ESOL Reading	4
ENGL 433	Language and Culture (fulfills diversity requirement)	4
ENGL 434	Literacy and ESOL Writing	4
ENGL 438	Bilingualism	4
ENGL 439	Second Language Acquisition	4

2. Choose one writing course from the following:

		Credits
ENGL 306	Writing for the Disciplines	4
ENGL 308	Composition III	4

3. Complete the modern language requirement by completing a 201-202 sequence (intermediate proficiency) in French, Spanish or German.
4. Choose English electives as needed to equal 10 courses, including one literature course (fulfills General Education IB).

Writing and Rhetoric Track

The writing and rhetoric track includes the following requirements:

1. Complete the following courses:

		Credits
ENGL 308	Composition III	4
ENGL 464	Rhetorical Criticism	4
ENGL 467	History and Theory of Rhetoric	4
ENGL 495	Topics in Writing and Rhetoric	4

2. Choose two courses from the following:

		Credits
ENGL 305	Technical Writing and Editing	4
ENGL 306	Writing for the Disciplines	4
ENGL 307	Writing for the World Wide Web	4
ENGL 455	Nonfiction Workshop	4

3. Choose one language course from the following:

		Credits
ENGL 240	Introduction to the Study of Language	4
ENGL 430	Principles of Linguistics	4
ENGL 431	Survey of Modern English Grammar	4
ENGL 433*	Language and Culture	4

4. Choose one diversity course from the following:

		Credits
ENGL 255	African-American Short Story	4
ENGL 338	Literature of the Queer	4
ENGL 365	Literature of the "Third World"	4
ENGL 370	Latina/o Literature	4
ENGL 371	Topics in Latina/o Literature	4
ENGL 378	Literature of the African Diaspora	4
ENGL 379	Literature of the Harlem Renaissance	4
ENGL 383	African American Literature	4
ENGL 384	Native American Literature	4
ENGL 385	Ethnic Literature in America	4
ENGL 386	American Women Writers of Color	4
ENGL 389	Topics in Native American Literature	4
ENGL 404	International Cinema	4
ENGL 433*	Language and Culture	4
ENGL 438	Bilingualism	4

* Note: ENGL 433, Language and Culture, may be used in one category only.

5. Choose English electives as needed to equal 10 courses, including one literature course (fulfills General Education IB). One of these courses must be a literature course and one must be either an internship or any other English course.

Teacher Certification

1. Complete the following English requirements:

		Credits
ENGL 240	Introduction to the Study of Language	4
ENGL 356	British Literature I	4
or		
ENGL 357	British Literature II	4
ENGL 380	American Literature I	4
or		
ENGL 381	American Literature II	4
ENGL 413	Shakespeare	4
ENGL 431	Survey of Modern English Grammar	4
ENGL 465	Research in Composition	4

2. Choose one diversity course from the following:

		Credits
ENGL 255	African-American Short Story	4
ENGL 338	Literature of the Queer	4
ENGL 365	Literature of the "Third World"	4
ENGL 370	Latina/o Literature	4
ENGL 371	Topics in Latina/o Literature	4
ENGL 378	Literature of the African Diaspora	4
ENGL 379	Literature of the Harlem Renaissance	4
ENGL 383	African American Literature	4
ENGL 384	Native American Literature	4
ENGL 385	Ethnic Literature in America	4
ENGL 386	American Women Writers of Color	4
ENGL 389	Topics in Native American Literature	4
ENGL 433	Language and Culture	4
ENGL 438	Bilingualism	4
ENGL 434	Literacy and ESOL Writing	4

3. Choose one British period course from the following:

		Credits
ENGL 471	Medieval English Literature	4
ENGL 472	Literature of the British Renaissance	4
ENGL 473	Restoration and 18th Century Literature	4
ENGL 474	Romantic Literature	4
ENGL 475	Victorian Literature	4
ENGL 479	Contemporary British Literature	4

4. Choose one American period course from the following:

		Credits
ENGL 480	Colonial American Literature	4
ENGL 481	American Renaissance	4
ENGL 482	American Realism and Naturalism	4
ENGL 483	American Southern Writers	4
ENGL 488	Contemporary American Literature	4

5. Choose one advanced writing course from the following:

		Credits
ENGL 308	Composition III	4
ENGL 464	Rhetorical Criticism	4
ENGL 465	Literary Analysis	4

The English major language and diversity course requirements are already fulfilled by this curriculum.

Pre-professional Requirements

1. Complete the following pre-professional requirements with grades of C or better.

		Credits
EDUC 210	School in a Diverse Society	3
ENGL 103	Composition and Research	4
SCED 300	Development, Learning and Assessment	3

2. Show satisfactory results on Praxis I, SAT or ACT examinations as defined by the Maryland State Department of Education. See education advisor regarding passing scores.

Professional Program

In order to enroll in professional education program courses, students must meet the following requirements:

1. Complete an application for formal admission to the professional program. Obtain written approval of the application from both content and education advisors.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in the major, including transfer credits.
4. Complete all pre-professional requirements.
5. Complete four courses in the major field.

Methods Requirements

1. To be eligible for internship, all students enrolled in a secondary or K-12 program must complete the appropriate methods courses for the content major and the following courses in education with grades of C or better:

		Credits
SCED 318	Computers in Education	3
or		
SCED 319	Technology in Education	1
SCED 340	Teaching Language in Middle and High School English Classrooms	3
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 434	Classroom Management	3
SCED 371	Teaching Reading and Texts in Middle and High School English Classrooms	4
SCED 471	Integrating Writing and Reading in Middle and High School English Classrooms	4

2. The Maryland State Board of Education mandates all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. Secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.

Internship and Seminar

Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100-day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Interns are responsible for their own transportation to the PDS site.

Candidates must meet the following requirements for internship :

1. Complete the written application for internship .
2. Complete a minimum of 90 credits including methods and at least eight courses of the academic major (secondary and K-12 programs).
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses, including transfer credits, as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C. Students may repeat education courses only once.
6. Obtain verification of completion of these requirements from the director of field experiences.

All secondary education majors are required to pass the following:

		Credits
SCED 426	Internship in Middle or High School Education	6
SCED 428	Internship in Middle or High School Education	6
SCED 433*	Reflection and Inquiry in Teaching Practice (with a grade of C or better)	2

* Students are required to follow the University calendar with respect to attendance in SCED 433.

Graduation Requirement

State of Maryland passing scores on appropriate Praxis II exams are required for completion of secondary education certification and graduation. See education advisor regarding appropriate tests and passing scores.

General Information

Transfer Students

Transfer students majoring in English must complete a minimum of four courses of English courses at Salisbury University.

Curriculum Guide: Bachelor of Arts in English

The following is a sample sequence of courses for freshman students majoring in English. Information regarding course requirements and sequence beyond the freshman year is available upon request from the English Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 103	Composition and Research	4
HIST 10X	Gen. Ed. II A (HIST 101, 102, or 103)	4
	Gen. Ed. Group IIIA or IIIC	3-4
	Gen. Ed. Group IVA	4
		15-16 credits
ENGL XXX	Gen. Ed. IB Literature course	4
	Gen. Ed. Group IIIB or IIIC	4
	Gen. Ed. Group IVA	3-4
	Gen. Ed. Group IVB or IVC	3-4
		14-16 credits

For a major checklist visit www.salisbury.edu/checklists.

ESOL (ENGLISH TO SPEAKERS OF OTHER LANGUAGES)/ K-12 CERTIFICATION

Department of English

Dr. Elizabeth H. Curtin
410-543-6445

The program provides a course of study leading to a Bachelor of Arts with a major in teaching English to speakers of other languages (ESOL) and a State of Maryland K-12 ESOL Certification. The program is designed to prepare educators in instructional and leadership capacities for K-12 school settings.

The program at Salisbury University is housed in the Department of English in the Fulton School of Liberal Arts. However, it is an interdisciplinary major designed for prospective students who wish to enter the teaching profession.

Candidates for this degree will do coursework in the theory and practice of ESOL, reading, applied linguistics, the English language and multicultural education. The K-12 ESOL Certification Program is aligned with national standards for the preparation of ESOL professionals, as established by the National TESOL Organization and NCATE. It also reflects principles of Maryland's Redesign for Teacher Education.

The ESOL program includes a General Education experience, the ESOL core requirements and a professional semester consisting of two internships and an internship seminar.

Core Requirements (10 courses)

1. Complete the following required ESOL courses:

		Credits
ENGL 240	Introduction to the Study of Language	
or		
ENGL 430	Principles of Linguistics	4
ENGL 431	Survey of Modern English Grammar	4
ENGL 433	Language and Culture	4
ENGL 439	Second Language Acquisition	4
ENGL 428	ESOL Tests and Measurements	4

2. Complete the following diversity language courses:

		Credits
ENGL 432	Literacy and ESOL Reading	4
ENGL 434	Literacy and ESOL Writing	4
ENGL 438	Bilingualism	4

3. Choose English electives as needed to equal 10 courses, including one literature course (fulfills General Education IB):

		Credits
ENGL 255	African-American Short Story	4
ENGL 306	Writing for Disciplines	4
ENGL 308	Composition III	4
ENGL 338	Literature of the Queer	4
ENGL 356	British Literature I	4
ENGL 357	British Literature II	4
ENGL 365	Literature of the "Third World"	4
ENGL 370	Latina/o Literature	4
ENGL 371	Topics in Latina/o Literature	4
ENGL 378	Literature of the African Diaspora	4
ENGL 379	Literature of the Harlem Renaissance	4
ENGL 380	American Literature I	4
ENGL 381	American Literature II	4
ENGL 383	African-American Literature	4
ENGL 384	Native American Literature	4
ENGL 385	Ethnic Literature in America	4
ENGL 386	American Women Writers of Color	4
ENGL 389	Topics in Native American Literature	4
ENGL 413	Shakespeare	4
ENGL 491	Topics in Linguistics and Language Learning	4

Foreign Language Requirements

Maryland K-12 ESOL certification requires candidates to complete a minimum of six credits in a single language area. Accordingly, given a particular student's language proficiency and individual interests, candidates may choose among the various course offerings in the Modern Language Department. Those students already having language proficiency may take courses at the 200 or 300 level, upon approval from the Modern Languages Department.

Pre-professional Requirements

1. Complete the following pre-professional requirements with grades of C or better:

		Credits
CMAT 250	Instructional Communication	4
EDUC 210	School in a Diverse Society	3
ENGL 103	Composition and Research	4
PSYC 101*	General Psychology	4
SCED 300	Development, Learning and Assessment	3

* A C or better is not required for PSYC 101.

2. Show satisfactory results on the Praxis I Examination or SAT as defined by the Maryland State Department of Education

Professional Program

In order to enroll in professional education program courses, students must meet the following requirements:

1. Apply for formal admission to the professional program.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in the major, including transfer credits.
4. Complete all pre-professional requirements.
5. Provide at least three positive recommendations from faculty in departments other than Education Specialties or Teacher Education departments.
6. Obtain written approval of the application from their content area and education advisors.
7. Have completed four courses in the major field.

Methods Requirements

1. All ESOL teacher education students must complete the following courses in education with grades of C or better:

		Credits
SCED 318	Computers in Education	3
or		
SCED 319	Technology in Education	1
EDUC 408	Children's Literature	3
or		
EDUC 409	Literature for Adolescents	3
SCED 339	Secondary/K-12 Methods Visitation (2 semesters)	0
EDUC 415	Instructional Techniques for Inclusion	3
or		
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 447	ESOL Methods	3

2. The Maryland State Board of Education mandates all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. All secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.

Teaching Internship

Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100 day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Students will also be required to follow the University calendar with respect to attendance at the University intern seminar. Interns are responsible for their own transportation to the PDS site.

To be eligible for the internship, students must:

1. Complete the written application for internship.
2. Complete 90 college credit credits including methods and at least eight courses of the academic major.
3. Have an overall GPA of at least 2.50 including transfer credit.
4. Have a minimum 2.75 GPA in the academic major including transfer credit as defined by the department.
5. Have a minimum 2.75 GPA in all professional education courses (with no grade below C) including transfer courses.
6. Provide two positive recommendations from faculty in the Education Specialties or Teacher Education departments and one positive recommendation from the major advisor.
7. Obtain verification of completion of requirements from the director of field experiences.

All secondary education majors are required to pass the following courses:

		Credits
SCED 462	ESOL Internship I - Elementary	6
SCED 463	ESOL Internship II - Secondary	6
SCED 465	ESOL Internship - Seminar (with a grade of C or better)	3

All secondary/K-12 students in a program requiring Praxis II examinations for licensure must take the Maryland Praxis II tests for their content area prior to graduation.

Students may repeat education courses only once.

Curriculum Guide: Bachelor of Arts in ESOL/K-12

The following is a sample sequence of courses for freshman students pursuing the interdisciplinary major in ESOL/K-12. Information regarding course requirements and sequence beyond the freshman year is available upon request from the English Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 103	Composition and Research	4
HIST 10X	Gen. Ed. II A (HIST 101, 102, or 103)	4
	Gen. Ed. Group IIIA or IIIC	3-4
	Gen. Ed. Group IVA	4
		15-16 credits
ENGL XXX	Gen. Ed. IB Literature course	4
	Gen. Ed. Group IIIB or IIIC	4
	Gen. Ed. Group IVA	3-4
	Gen. Ed. Group IVB or IVC	3-4
		14-16 credits

For a major checklist visit www.salisbury.edu/checklists.

ENVIRONMENTAL STUDIES

Department of Environmental Studies

Dr. Michael Lewis, Chair
410-543-8105

Environmental studies is an interdisciplinary major housed in the Fulton School of Liberal Arts. The major focuses on how the environment is defined and understood from the perspectives of the humanities, social sciences and natural sciences. Students learn to evaluate and respond comprehensively to environmental issues. Students are provided with the skills to analyze and think critically about environmental problems and solutions from a broad range of perspectives. This major emphasizes "lateral rigor" across the disciplines, instead of "vertical rigor" within a single discipline. Please note this is not an environmental science program.

The Bachelor of Arts in environmental studies requires a minimum of 120 credit hours of which 13 courses are requirements for the major. At least 30 of the 120 credits must be 300-400 level courses completed with grades of C or better.

Students must also complete a minor in an area other than environmental studies. Courses taken to satisfy requirements for the major and the minor must be completed with a grade of C or better.

Core Requirements

Complete the following core requirements. Some of these courses may also meet General Education requirements.

		Credits
BIOL 150/		
GEOG 150	Environmental Science: Concepts and Methods	4
ENVR 102	Introduction to Sustainability	3
ENVR 205	Art, Nature, Culture	4
ENVR 210	Principles of Environmental Economics	4
ENVR 300	Environment and Society: Methods and Analysis	4
ENVR 305	Topics in the Humanities/Social Sciences	4
ENVR 350	Topics in the Natural Sciences	4
ENVR 400	Contemporary Environmental Issues	1
ENVR 499	Environmental Senior Seminar	4

Environmental Electives

Choose at least three from the following:

		Credits
BIOL 310	Ecology	4
CADR 403	Resolving Environmental Conflict	4
ECON 415	Environmental and Natural Resource Economics	3
ENGL 348	Nature in Literature	4
ENVR 460	Topics in Chesapeake Bay Studies	3-4
GEOG 316	Biogeography	4
GEOG 319	Geographic Information Science	4
GEOG 325	Conservation and Resource Management	3
HIST 392	Global Environmental History	4
PHIL 318	Environmental Responsibility	4
POSC 360	Environmental Policy	4
SOCI 390	Sociology of the Environment	4

Environmental Experiences

Choose one course from the following:

		Credits
BIOL 399	International Field Studies	3
ENVR 200	Environmental Studies in the Amazon	3
ENVR 480	Internship in Environmental Studies	3-6
ENVR 495	Environmental Field Studies	3-4
XXXX XXX	Approved Research Course	3-4

Minor Requirement

Complete a minor in an area other than environmental studies.

Curriculum Guide: Bachelor of Arts in Environmental Studies.

The following is a sample sequence of courses for freshmen students pursuing the interdisciplinary major in environmental studies. Information regarding course requirements and sequence beyond the freshman year is available upon request from the Environmental Studies Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 103	Composition and Research	4
HIST 10X	Gen. Ed. IIA (HIST 101, 102 or 103)	4
BIOL 150/		
GEOG 150	Environmental Science: Concepts and Methods	4
PHEC 106	Health Fitness	3
		14
ENGL XXX	Gen. Ed. IB Literature course	4
ENVR 102	Introduction to Sustainability	3
ENVR 205	Art, Nature, Culture	4
BIOL 210	Biology: Concepts and Methods	4
		15

For a major checklist visit www.salisbury.edu/checklists.

FRENCH

Department of Modern Languages and Intercultural Studies

Dr. Claire Kew, Program Coordinator
410-543-6038

A major in French consists of 10 classes distributed as follows:

1. Complete five courses from the following:

		Credits
FREN 201	Intermediate French	4
FREN 202	Intermediate and Applied French	4
FREN 310	French Grammar and Composition	4
or		
FREN 312	French Conversation	4
FREN 316	Francophone Culture and Civilization I	4
or		
FREN 317	Francophone Culture and Civilization II	4
FREN 325	Francophone Culture through Literature	4
or		
FREN 350	Masterpieces of French Literature I	4
or		
FREN 351	Masterpieces of French Literature II	4

2. Complete five additional courses from the following:

		Credits
FREN 290	Intermediate Francophone Topics	4
FREN 300	Francophone Topics	4
FREN 310	French Grammar and Composition	4
FREN 312	French Conversation	4
FREN 316	Francophone Culture and Civilization I	4
FREN 317	Francophone Culture and Civilization II	4
FREN 325	Francophone Culture through Literature	4
FREN 350	Masterpieces of French Literature I	4
FREN 351	Masterpieces of French Literature II	4
FREN 403	Advanced Composition and Conversation with Media	4
FREN 410	Advanced Francophone Topics	4

3. Earn grades of C or better in major courses.
4. Earn academic credit via a department-approved study abroad program. (Questions regarding the fulfillment of this requirement should be directed to your advisor or department chair.)

Transfer students wishing to complete a French major must complete at least four major courses at Salisbury University with minimum grades of C.

The language major may be combined with study in other areas to enhance career opportunities. The department will advise students in planning an academic program to meet individual interests and career objectives.

Teacher Certification

Complete the requirements for the French major and the following requirements.

▸ Pre-professional Requirements

1. Complete the following pre-professional requirements with grades of C or better.

		Credits
EDUC 210	School in a Diverse Society	3
ENGL 103	Composition and Research	4
SCED 300	Development, Learning and Assessment	3

2. Show satisfactory results on Praxis I, SAT or ACT examinations as defined by the Maryland State Department of Education. See education advisor regarding passing scores.

▸ Professional Program

In order to enroll in professional education program courses, students must meet the following requirements:

1. Complete an application for formal admission to the professional program. Obtain written approval of the application from both content and education advisors.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in the major, including transfer credits.
4. Complete all pre-professional requirements.
5. Complete four courses in the major field.

▸ Methods Requirements

1. To be eligible for internship, all students enrolled in a secondary or K-12 program must complete the appropriate methods courses for the content major and the following courses in education with grades of C or better:

		Credits
SCED 318	Computers in Education	3
or		
SCED 319	Technology in Education	1
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 434	Classroom Management	3
SCED 376	World Language and Reading Methods in the Middle and High School Part I	4
SCED 476	World Language and Reading Methods in the Middle and High School Part II	4

2. The Maryland State Board of Education mandates all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. Secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.

▸ Internship and Seminar

Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100-day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Interns are responsible for their own transportation to the PDS site.

Candidates must meet the following requirements for internship:

1. Complete the written application for internship.
2. Complete a minimum of 90 credits including methods and at least eight courses of the academic major (secondary and K-12 programs).
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses, including transfer credits, as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C. Students may repeat education courses only once.
6. Obtain verification of completion of these requirements from the director of field experiences.

All secondary education majors are required to pass the following:

		Credits
SCED 426	Internship in Middle or High School Education	6
SCED 428	Internship in Middle or High School Education	6
SCED 433*	Reflection and Inquiry in Teaching Practice (with a grade of C or better)	2

* Students are required to follow the University calendar with respect to attendance in SCED 433.

▸ Graduation Requirement

State of Maryland passing scores on appropriate Praxis II exams are required for completion of secondary education certification and graduation. French secondary students must pass the Maryland Praxis content tests or the ACTFL Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WTP) in French. See education advisor regarding appropriate tests and passing scores.

General Information

▸ Placement Exams and Credits

The Department of Modern Languages and Intercultural Studies awards and recognizes credit through examination in French, German and Spanish. Any student officially enrolled at Salisbury University may be granted credits through the Advanced Placement (AP) exam or CLEP exam.

Departmental placement exams in French, German and Spanish are given during Freshman Preview and at the very beginning of each semester only. All students who have not earned university academic credit in a language, either through the AP, CLEP or a credit-bearing course, are encouraged to take the departmental placement exam in that language to assist in determining proper initial placement level.

Students who have not yet earned university academic credit in a language may purchase credit for courses below the level of the first course in that language completed for credit with a grade of C or better. Credits for courses below the level of the first course completed for credit with a grade of C or better may be purchased at the current rate posted at the cashier's office.

A maximum of two courses granted by exam or purchased through completing an advanced first course in a language may be applied to either a minor or major in that language. A maximum of three courses may be earned by exam or purchased through completion of an advanced first course in a language.

▸ Challenge Exams

Any student officially enrolled at Salisbury University may purchase credits through a challenge exam. Credits may not be purchased through a challenge exam for a course below the student's established level of proficiency. Conversation courses are not available for challenge exam credit.

Curriculum Guide: Bachelor of Arts in French

The following is a sample sequence of courses for freshmen students majoring in French. Information regarding course requirements and sequence beyond the freshman year is available upon request from the Modern Languages and Intercultural Studies Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses. Students majoring in French, attempting a language minor or combining their language study with specialization in another area should see the department for a checklist of requirements for their individual program.

FRESHMAN YEAR		Credits
ENGL 103	Composition and Research	4
HIST 10X	Gen. Ed IIA (HIST 101, 102 or 103)	4
FREN 201	Intermediate French	4
	Gen. Ed. Group IIIB or IIIC	4
		16
ENGL XXX	Gen. Ed. IB Literature Course	4
FREN 202	Intermediate and Applied French	4
	Gen. Ed. Group IIIA or IIIC	4
	Gen. Ed. Group IVA	3-4
		15-16

For a major checklist visit www.salisbury.edu/checklists.

HISTORY

Department of History

Dr. Creston Long, Interim Chair
410-543-6245

Students must complete 10 courses in history with a minimum GPA of C. Five of these courses must be at the 300-/400-level, including the proseminar course (C or better) and one non-U.S., non-European course. Additionally, three satisfactory research papers must be registered in the department. Graduate school candidates are encouraged to develop a reading proficiency in at least one foreign language.

Transfer students majoring in history must complete a minimum of 15 semester hours with a C average in history at Salisbury University.

Course requirements include the following:

1. Complete five core courses:

		Credits
HIST 101	World Civilizations	4
HIST 102	World Civilizations	4
HIST 201	History of the U.S. I	4
HIST 202	History of the U.S. II	4
HIST 330	Proseminar in History (C or better)	4

2. Choose one non-U.S./non-European course:

		Credits
HIST 318	History of the Ancient Near East	4
HIST 332	Modern Mexico	4
HIST 333	Modern Brazil	4
HIST 334	Colonial Latin America	4
HIST 335	Modern Latin America 1800-Present	4
HIST 340	History of Africa to 1870	4
HIST 341	History of Africa: 1870 to Present	4
HIST 342	History of India to 1857	4
HIST 343	History of India: 1857 to Present	4
HIST 350	The Middle East to 1800	4
HIST 355	The Middle East Since 1800	4
HIST 362	Chinese Civilization	4
HIST 363	Japanese Civilization	4
HIST 364	Modern Japan	4
HIST 460	History of China Since 1800	4
HIST 474	History of Ancient Egypt	4
HIST 484	Seminar in Latin American History	4
HIST 490*	Studies in History	4

* upon approval of chair

3. Complete four courses in history (three of which must be at the 300/400 level).
4. Register with the department three satisfactory research papers completed in 300-/400-level history courses.

Teacher Certification

Students seeking certification to teach history in secondary schools must fulfill all requirements for the history major and must take the following to fulfill General Education requirements:

		Credits
POSC 101	Introduction to Politics and Government (General Education IIIB)	4
GEOG 101	World Geography: Europe and Asia	3
or		
GEOG 102	World Geography: African and America General Education IIIC)	3

Students must complete the following elective(s):

		Credits
ECON 150	Principles of Economics	3
or **(Social Studies Minors Only)**		
ECON 211	Micro-Economics Principles	3
and		
ECON 212	MacroEconomics Principles	3

For certification to teach in other social science areas, students should consult the History Department advisor.

Complete the following requirements.

▸ Pre-professional Requirements

1. Complete the following pre-professional requirements with grades of C or better.

		Credits
EDUC 210	School in a Diverse Society	3
ENGL 103	Composition and Research	4
SCED 300	Development, Learning and Assessment	3

2. Show satisfactory results on Praxis I, SAT or ACT examinations as defined by the Maryland State Department of Education. See education advisor regarding passing scores.

▸ Professional Program

In order to enroll in professional education program courses, students must meet the following requirements:

1. Complete an application for formal admission to the professional program. Obtain written approval of the application from both content and education advisors.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in the major, including transfer credits.
4. Complete all pre-professional requirements.
5. Complete four courses in the major field.

▸ Methods Requirements

1. To be eligible for internship, all students enrolled in a secondary or K-12 program must complete the appropriate methods courses for the content major and the following courses in education with grades of C or better:

		Credits
SCED 318	Computers in Education	3
or		
SCED 319	Technology in Education	1
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 434	Classroom Management	3

SCED 372	Social Studies and Reading Methods in the Middle and High School Part I	4
SCED 472	Social Studies and Reading Methods in the Middle and High School Part II	4

2. The Maryland State Board of Education mandates all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. Secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.

▸ Internship and Seminar

Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100-day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Interns are responsible for their own transportation to the PDS site.

Candidates must meet the following requirements for internship:

1. Complete the written application for internship.
2. Complete a minimum of 90 credits including methods and at least eight courses of the academic major (secondary and K-12 programs).
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses, including transfer credits, as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C. Students may repeat education courses only once.
6. Obtain verification of completion of these requirements from the director of field experiences.

All secondary education majors are required to pass the following:

		Credits
SCED 426	Internship in Middle or High School Education	6
SCED 428	Internship in Middle or High School Education	6
SCED 433*	Reflection and Inquiry in Teaching Practice (with a grade of C or better)	2

* Students are required to follow the University calendar with respect to attendance in SCED 433.

▸ Graduation Requirement

State of Maryland passing scores on appropriate Praxis II exams are required for completion of secondary education certification and graduation. See education advisor regarding appropriate tests and passing scores.

General Information

▸ Nabb Center, History Club

Students interested in more detailed information regarding either a major or a minor in history should contact the department. Students may not use courses to satisfy requirements both in the minor and in the major.

All students are encouraged to use the rich resources of the Nabb Research Center for Delmarva History and Culture, which enables intensive study in local history, family history, archaeology and folklore.

The History Department sponsors an active history social club which undertakes educational trips to historic sites and takes part in numerous collegial activities on campus.

Curriculum Guide: Bachelor of Arts in History

The following is a sample sequence of courses for freshmen majoring in history. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 103	Composition and Research	4
HIST 10X	Gen. Ed. IIA (HIST 101, 102 or 103)	4
	Gen. Ed. IIIB or IIIC	4
	Gen. Ed. Group IVA	4
		16
ENGL XXX	Gen Ed. IB Literature course	4
PHEC 106	Personalized Health/Fitness	3
	Gen. Ed. IIIB or IIIC	4
	Gen. Ed. Group IVC	3-4
		14-15

NOTE: All students must complete a minimum of 30 hours at the 300/400 level with grades of C or better.

For a major checklist visit www.salisbury.edu/checklists.

INTERDISCIPLINARY STUDIES

Dr. Keith Brower, Major Coordinator
410-543-6442

The Fulton School of Liberal Arts offers a major in interdisciplinary studies leading to the Bachelor of Arts or Bachelor of Science. The major accommodates students who wish to develop programs of study in two or more disciplines or create a major in an area of study not offered by any traditional major at SU. This program allows students to create an individual and flexible major that is best suited to their interests or career goals. Most importantly, this program gives students the opportunity to integrate information across disciplines to help gain a more complete understanding of the chosen area of study.

Students may select to complete the interdisciplinary studies major through individually designed tracks or through approved tracks.

▸ Checklist

For a major checklist visit www.salisbury.edu/checklists.

Individually Designed Tracks

Students wishing to major in interdisciplinary studies using two or three traditional disciplines should contact the interdisciplinary studies major coordinator, who will coordinate the development of the student's proposed program of study. The student will also meet with designated representatives of their chosen areas of study to discuss and develop a selection of courses that best fits the goals of the student. The student must follow these guidelines in order to complete an approved program:

1. Students must complete a minimum of 30 semester hours in 300-/400-level courses from an approved program, including IDIS 330: Interdisciplinary Research Seminar, with grades of C or better
2. A minimum of 15 hours of upper-division work with C or better grades must be completed at Salisbury University.

3. Students select two-three subject areas from traditional University disciplines. An example of a program would be combining courses from biology and psychology for a student interested in neuroscience.
4. The program proposal must include a rationale for the cohesion of the areas of study and describe any potential career goals suitable for the program proposal. Program proposals should list any lower-division prerequisites to the courses chosen for the interdisciplinary studies major. Program proposals must be approved by designated representatives from the chosen subject areas before final approval is given by the coordinator of interdisciplinary studies.
5. Upper-division courses (300/400 level) completed prior to receiving program approval may or may not be used for the interdisciplinary studies major, and no more than 18 such hours may be credited toward the major.
6. No more than two of the courses used to meet the interdisciplinary studies major may be used to meet minor or other major requirements.
7. Any deviation from programs must be approved in writing by both the representative of the subject area and the major coordinator of interdisciplinary studies.

Anthropology Track

Dr. Elizabeth Ragan, Program Coordinator
410-548-4502

Students majoring in interdisciplinary studies may choose a program in anthropology, administered by the History Department, offering subdisciplines in prehistory/archaeology, cultural anthropology, linguistic anthropology and biological anthropology. Anthropology examines empirical evidence for human evolution; the diversity of cultures, especially in small-scale societies; the relationship between language and culture; and the accumulated archaeological record of prehistoric and historic societies.

Students interested in the interdisciplinary studies anthropology track should consult with the coordinator of anthropology. Requirements for the track include the following:

1. Complete a minimum of 10 courses with at least four in approved 300/400-level, anthropology-related courses with grades of C or better.
2. Complete the following core courses:

		Credits
ANTH 100	Cultural Anthropology and Linguistics	4
ANTH 102	Biological Anthropology and Archaeology	4
ANTH 201	Cultural Anthropology Survey	4
or		
ANTH 202	Archaeology Survey	4
ANTH 301	Cultural Anthropological Method and Theory	4
or		
ANTH 302	Archaeological Method and Theory	4
ANTH 459	Seminar in Anthropology	4
ANTH 497	Undergraduate Research	4

Four additional courses may be drawn from anthropology and collateral areas including the following:

		Credits
ANTH 200	Topics in Anthropology	4
ANTH 201*	Cultural Anthropology Survey	4
ANTH 202*	Archaeology Survey	4
ANTH 215	Religion, Magic and Witchcraft	4
ANTH 400	Individual Directed Study	4
ANTH 410	Archaeological Field Methods	6
BIOL 215	Human Anatomy and Physiology I	4
CMAT 300	Intercultural Communication	4
ENGL 240	Introduction to the Study of Language	4
GEOG 101	World Geography: Europe and Asia	3
GEOG 102	World Geography: Africa and Americas	3
GEOG 105	Introduction to Physical Geography	4
GEOL 103	Introduction to Physical Geology	4
HIST 395	Material Culture Studies in American History	4
HIST 472	Studies in Classical Archaeology	4
HIST 473	Roman Archaeology	4
HIST 475	Greek Archaeology	4
HIST 480	Museum Studies	4
POSC 210	Introduction to International Relations	4
SOCI 210	Introduction to Global Sociology	4

* if not used to fulfill core requirements

▸ Additional Requirements

To complete the interdisciplinary studies major, 30 credits must be completed at the 300 or 400 level with grades of C or better. The courses above may be used to meet this requirement. Other courses must be approved by the departmental chair.

Business Administration Track

Dr. Keith Brower, Program Coordinator
410-543-6442

Students majoring in interdisciplinary studies may choose a program which combines business administration courses with up to two other areas of study. The track offers students an opportunity to combine their passion in the arts or sciences with a generalist business background.

Students interested in the interdisciplinary studies business administration track should consult with the appropriate advising services coordinator. The Web site www.salisbury.edu/idis provides contact information. Students must complete a minimum of 30 semester hours at the 300/400 level with grades of C or better in all courses. No more than 15 semester hours may be used from the business administration track in order to complete the interdisciplinary studies major. The other academic disciplines and semester hours must be approved by the program coordinator. Students majoring in interdisciplinary studies business administration track may not have a minor from the Perdue School. Requirements for the business administration track include the following:

1. Students must include the following two courses in their program:

		Credits
MGMT 320	Management and Organizational Behavior	3
MKTG 330	Principles of Marketing	3

2. Students must select one of the following two courses:

		Credits
FINA 311	Financial Management	3
or		
INFO 326	Production and Operations Management	3

3. Students must select two of the following courses:

		Credits
ACCT 302	Cost Accounting	3
BUAD 345	Purchasing and Materials Management	3
FINA 440	Corporate Finance	3
or		
FINA 441	Investments I	3
INFO 385	Telecommunication Systems Management	3
MKTG 333	Sales Management I	3
or		
MKTG 334	Retailing	3
MGMT 428	Entrepreneurship	3

4. Complete a minimum of 15 semester hours of approved coursework from another discipline to combine with the business administration coursework for the interdisciplinary studies major.

Ethnic and Intercultural Studies Track

Dr. Timothy Dunn, Program Coordinator
410-543-6432

Students majoring in interdisciplinary studies may choose a program in ethnic and intercultural studies. The Ethnic and Intercultural Studies Track is intended for any student interested in ethnic studies, area studies or comparative studies. The track options offer a variety of courses in three substantive areas: United States Minorities Option consists of courses that emphasize ethnic an minority relations in the United States only. The Cultural Area Studies Option contains courses that focus on a limited geographic area and its culture. The Intercultural and Comparative Culture Studies Option contains courses that are expressly either comparative and/or global in scope.

Students interested in the Ethnic and Intercultural Studies Track should consult with the coordinator of ethnic and intercultural studies. Students must complete 10 courses from the following with a minimum of eight courses at the 300/400 level with grades C or better in all courses. Nor more than three courses from one department may be used to complete the track.

▸ Core Requirements

Complete four courses from the following, select two courses from Group 1 and one course from Groups 2 and 3.

Group 1:

		Credits
CMAT 300	Intercultural Communication	4
ENGL 433	Language and Culture	4
PHIL 209	Philosophy and Culture	4
PSYC 410	Multicultural Issues in Psychology	4

Group 2:

SOCI 250	Race Relations in Global Perspective	4
SOCI 331	Racial and Cultural Minorities	4

Group 3:

HIST 387	Racism and Discrimination	4
HIST 440	Minority Groups in United States History	4

▸ Track Options Requirement

Complete at least six courses from the courses listed below. Select six courses from one option or select six courses in the sections listed for a more general major. Courses selected to complete the core may not be used to complete the option requirements. However, courses not selected to complete the core requirements may be used to complete the option requirements. Special topics courses that address the goals of the major may be eligible for major credit with approval by the ethnic and intercultural studies coordinator.

		Credits
United States Minorities		
ENGL 338	Literature of the Queer	4
ENGL 383	African-American Literature	4
ENGL 384	Native American Literature	4
ENGL 385	Ethnic Literature in America	4
HIST 440 *	Minority Groups in United States History	4
HIST 445	African-American History	4
HIST 446	Readings in African-American History	4
PHIL 320	African American Philosophy	4
POSC 450	Civil Rights and Liberties	4
SOCI 320	Social Movements	4
SOCI 331*	Racial and Cultural Minorities	4

* if not taken to fulfill core requirements

Cultural Area Studies		
ENGL 365	Literature of the "Third World"	4
FREN 316	Francophone Culture and Civilization	4
FREN 317	Francophone Culture and Civilization II	4
FREN 350	Masterpieces of French Literature I	4
FREN 351	Masterpieces of French Literature II	4
GEOG 310	Regional Geography of Europe	3
GERM 350	German Short Story	4
HIST 332	Modern Mexico	4
HIST 334	Colonial Latin America	4
HIST 340	History of Africa to 1870	4
HIST 341	History of Africa 1870-Present	4
HIST 350	The Middle East to 1800	4
HIST 355	The Middle East Since 1800	4
HIST 362	Chinese Civilization	4
HIST 460	History of China Since 1800	4
PHIL 312	Introduction to Asian Philosophy	4
POSC 310	Comparative European Government	4
POSC 311	Comparative Government of Developing Nations	4
POSC 417	Russia and the Soviet Union	4
SPAN 315	Spanish Culture and Civilization	4
SPAN 316	Latin American Culture and Civilization	4
SPAN 322	Spanish for Business	4
SPAN 330	Topics in Hispanic Literature in Translation	4
SPAN 335	Survey of Spanish Literature	
SPAN 336	Survey of Latin American Literature	4
SPAN 403	Hispanic Culture through Literature	4

Intercultural and Comparative Cultural Studies		
CMAT 300 *	Intercultural Communication	4
ENGL 366	World Mythology	4
ENGL 433 *	Language and Culture	4
ENGL 438	Bilingualism	4
HIST 327	Habsburg Empire, 1740-1918	4
HIST 387 *	Racism and Discrimination	4
PHIL 325	Philosophy of Religion	4
POSC 313	Comparative Politics of the Middle East	4
PSYC 410 *	Multicultural Issues in Psychology	4
SOCI 318	Sociology of Religion	4

* if not taken to fulfill core requirement

Eligibility of topics courses, studies courses or language courses not listed above will be determined through review of syllabi by the ethnic and intercultural studies coordinator at the request of students and/or faculty.

Gender Studies Track

Dr. Sarah Case, Program Coordinator
410-677-3251

Students majoring in interdisciplinary studies may choose a track in gender studies. This track investigates how gender identities have developed over time and how women's and men's roles have been produced and shaped by social institutions, such as politics, religion, family, sexuality, media and arts. It will examine how our present day notions of femininity, masculinity, womanhood and manhood have developed and changed and how gender shapes past and present day social roles, behavior and culture.

Students interested in this track should consult the coordinator of gender studies. Requirements for the track include the following:

1. Students must complete nine courses in at least four disciplines with grades of C or better from the following:

		Credits
ART 335	Women in Art	4
CMAT 304	Communication, Gender and Culture	4
CMAT 405	Family Communication	4
CMAT 490	Communications Seminar (approved topics)	4
ENGL 300	Studies in English (approved topics)	4
ENGL 338	Literature of the Queer	4
ENGL 342	Women in Literature	4
ENGL 386	American Women Writers of Color	4
ENGL 461	Feminist Literature and Theory	4
HIST/ IDIS 213	Introduction to Gender Studies	4
HIST 375	Topics in American Studies (approved topics)	4
HIST 377	Women in Early American History	4
HIST 378	Women in Modern America	4
HIST 490	Studies in History (approved topics)	4
PHIL 310	Philosophical Topics (approved topics)	4
PHIL 316	Philosophy and Feminism	4
POSC 205	Women in Politics	4
PSYC 325	Psychology of Sexuality	4
PSYC 334	Psychology of Women	4
PSYC 336	Psychology of Men	4
SOCI 301	Studies in Sociology (approved topics)	4
SOCI 314	Sociology of Gender	4
SOCI 325	Sexuality, Alternatives and Society	4
SOCI 363	Women and Development	4
XXXX XXX	Independent Study with advisor approval	4

2. Complete the Capstone Seminar (spring only):

		Credits
IDIS 485	Gender Studies Capstone Seminar	4

INTERNATIONAL STUDIES

Department of Political Science

Dr. Greg Cashman, Program Coordinator
410-543-6247

Students majoring in international studies must complete a three-course interdisciplinary core requirement and eight courses in one of three areas of concentration within the major—international relations, global cultural studies or international political economy. The first two concentrations include a two-course regional specialization. A foreign academic experience is also required, and all majors must demonstrate mid-level proficiency in a non-English language. All courses in the major must be completed with grades of C or better.

▸ Core (three courses)

1. Complete the following:

		Credits
POSC 210	Introduction to International Relations	4

2. Complete one course from the following:

		Credits
ECON 212	Macro-Economic Principles (Required for IPC concentration) (Prerequisite ECON 211)	3
or		
ECON 150	Principles of Economics	3

3. Complete one course from the following:

		Credits
ANTH 100	Cultural Anthropology and Linguistics	4
GEOG 101	World Geography: Europe and Asia	3
GEOG 102	World Geography: Africa and the Americas	3
GEOG 203	Economic Geography	3
SOCI 250	Race Relations in Global Perspective	4

▸ Foreign Academic Experience

Students must take a minimum of three credits of foreign academic experience approved by the international studies advisor. Students must spend a minimum of three weeks abroad in the foreign academic experience. The credits may be from internships at foreign institutions, academic study for credit at foreign institutions, academic courses offered by SU at foreign locations, or travel abroad courses based at SU or other universities. Travel abroad courses at SU include, but are not limited to, ACCT 430: Accounting in its Global Setting, ART 399: International Field Study, BUAD 386: Business in its Global Setting, CMAT 399: International Studies in Communication; ENGL 399: International Studies in Literature, ENVR 495: Environmental Field Studies; GEOG 399: International Field Study, HIST 399: International Field Study, MDFL 399: International Field Study or POSC 390: International Field Study.

▸ Language Requirement

Students must demonstrate mid-level proficiency in a non-English language by completing a 202-level language course with a grade of C or better or by scoring above 202-level on a placement test.

▸ Concentrations

Eight courses beyond the core must be taken within one of three concentrations: international relations, global cultural studies or international political economy. At least five courses must be taken at the 300-400 level.

International Relations Concentration

Select eight courses in at least three different disciplines, to include at least two courses each from Groups One, Two and Three. The remaining two courses may be taken from any of the four groups. At least five courses must be taken at the 300-400 level.

This concentration requires a two-course regional specialization. Regional specializations include Europe, Russia/Central Europe, Africa, Asia, Latin America and the Middle East (see below for courses). The regional concentration course may be taken from courses used to satisfy the other concentration requirements and is a non-additive requirements.

Group One: Fundamental and Theoretical Approaches to International Politics - two courses

		Credits
CADR 301	International Conflict and Conflict Resolution	4
POSC 408	Political Violence and Terrorism	4
POSC 409	Causes of War	4
POSC 411	International Law	4
POSC 413	International Political Economy	4
POSC 415	The United Nations System	4
SOCI 210	Introduction to Global Sociology	4

Group Two: International and Comparative Politics of States and Regions - two courses

		Credits
POSC 213	War and Peace in the Middle East	4
POSC 215	American Foreign Policy	4
POSC 220	Comparative Politics of East Asia	4
POSC 310	Comparative European Government	4
POSC 311	Comparative Government of Developing Nations	4
POSC 313	Comparative Politics of the Middle East	4
POSC 417	Russia and the Soviet Union	4
POSC 420	Politics in China	4

Group Three: Historical, Geographic and Economic Context - two courses

		Credits
ECON 411	Economic Development (prerequisites: ECON 211 and 212, MATH 160 or 201)	3
ECON 441	International Economics (prerequisites ECON 211 and 212, MATH 155)	3
GEOG 101 or	World Geography: Europe and Asia (if not taken for core credit)	3
GEOG 102	World Geography: Africa and the Americas (if not taken for core credit)	3
GEOG 203	Economic Geography (if not taken for core credit)	3
GEOG 301	World Regions	3
GEOG 310	Regional Geography of Europe	3
GEOG 327	Political Geography (prerequisite: GEOG 100,101, 102 or 203)	3
HIST 224	Hitler and the Third Reich	4
HIST 225	Holocaust:The Extermination of the European Jews	4
HIST 312	History of Ireland in Modern Times	4
HIST 323	Europe in the 19th Century	4
HIST 324	German History Since 1815	4
HIST 332	Modern Mexico	4
HIST 335	Modern Latin America 1800-Present	4
HIST 341	History of Africa: 1870 to Present	4
HIST 343	History of India: 1857 to Present	4
HIST 355	Middle East Since 1800	4
HIST 364	Modern Japan	4
HIST 401	U.S. Foreign Relations	4
HIST 421	Europe in the 20th Century World	4
HIST 424	Modern Russia	4
HIST 451	World War I	4
HIST 452	The Second World War: A Global History	4
HIST 453	The Cold War: A Global History	4
HIST 460	History of China Since 1800	4

Group Four: Social and Cultural Context (for electives and regional specialization)

		Credits
ANTH 100	Cultural Anthropology and Linguistics (if not taken for core credit)	4
ANTH 201	Cultural Anthropology Survey	4
CADR 225*	Sociology of Conflict and Nonviolence	4
CADR 302	Cross Cultural Conflict Analysis and Intervention	4
CMAT 300	Intercultural Communication	4
CMAT 337	International Media Systems	4
ENGL 317	German Short Stories	4
ENGL 365	Literature of the "Third World"	4
ENGL 404	International Cinema	4
ENGL 433	Language and Culture	4
FREN 316	Francophone Culture and Civilization I	4
FREN 317	Francophone Culture and Civilization II	4
FREN 325	Francophone Culture Through Literature	4
FREN 410	Francophone Topics	4
GERM 350	German Short Stories	4
HIST 210	Introduction to World Religions	4
MDFL 245	The German People	4
MDFL 246	The Russian People	4
MDFL 248	Studies in Contemporary Cultures	4
PHIL 209	Philosophy and Culture	4
PHIL 301	Violence and Nonviolence	4
SOCI 225*	Sociology of Conflict and Nonviolence	4
SOCI 250	Race Relations in Global Perspective (if not taken for core credit)	4
SOCI 319	Globalization and Social Change	4
SOCI 363	Women and Development	4
SPAN 315	Spanish Culture and Civilization	4
SPAN 316	Latin American Culture and Civilization	4
SPAN 330	Topics in Hispanic Literature in Translation	4
SPAN 335	Survey of Spanish Literature	4
SPAN 336	Survey of Latin American Literature	4
SPAN 403	Hispanic Culture Through Literature	4

*Cannot receive credit for both CADR 225 and SOCI 225.

Global Cultural Studies Concentration

Select eight courses in the concentration from at least three disciplines, with three courses from at least two disciplines in Group One, two courses each from Groups Two and Three, and one course from Group Four. At least five courses must be taken at the 300-400 level.

Students must have a two-course regional specialization. Regional specializations include Europe, Russia/Central Europe, Africa, Asia, Latin America and the Middle East (see below for courses). The regional concentration may be taken from courses used to satisfy the other concentration requirements and constitutes a non-additive requirement.

Group One: General Approaches to Understanding Culture - three courses from at least two disciplines

		Credits
ANTH 100	Cultural Anthropology and Linguistics (if not taken for core credit)	4
ANTH 201	Cultural Anthropology Survey	4
CADR 302	Crosscultural Conflict Analysis and Intervention	4
CMAT 300*	Intercultural Communication	4
CMAT 337*	International Media Systems	4
ENGL 433	Language and Culture	4
GEOG 202	Cultural Geography	3
HIST 210	Introduction to World Religions	4
IDIS 250	Comparative Religions	4
PHIL 209	Philosophy and Culture	4
SOCI 250	Race Relations in Global Perspective (if not taken for core credit)	4

*CMAT courses have prerequisites.

Group Two: Looking at Cultures Through the Humanities - two courses

		Credits
ENGL 317	German Short Stories	4
ENGL 365	Literature of the "Third World"	4
ENGL 404	International Cinema	4
FREN 316	Francophone Culture and Civilization I	4
FREN 317	Francophone Culture and Civilization II	4
FREN 325	Francophone Culture Through Literature	4
FREN 410	Francophone Topics	4
GERM 350	German Short Stories	4
MDFL 245	The German People	4
MDFL 246	The Russian People	4
MDFL 248	Studies in Contemporary Cultures	4
MUSC 220	Introduction to Music of the World	4
PHIL 312	Introduction to Asian Philosophy	4
PHIL 323	Buddhist Philosophy	4
PHIL 324	Topics in Asian Philosophy	4
POSC 399	Honors Interdisciplinary	4
SPAN 315	Spanish Culture and Civilization	4
SPAN 316	Latin American Culture and Civilization	4
SPAN 330	Topics in Hispanic Literature in Translation	4
SPAN 335	Survey of Spanish Literature	4
SPAN 336	Survey of Latin American Literature	4
SPAN 403	Hispanic Culture Through Literature	4

Group Three: Geographic, Historical and Political Contexts - two courses

		Credits
CADR 301	International Conflict and Conflict Resolution	4
GEOG 101	World Geography: Europe and Asia (if not taken for core credit)	3
or		
GEOG 102	World Geography: Africa and the Americas (if not taken for core credit)	3
or		
GEOG 203	Economic Geography (if not taken for core credit)	3
GEOG 310	Regional Geography of Europe	3
HIST 210	Introduction to World Religions	4
HIST 224	Hitler and the Third Reich	4
HIST 312	History of Ireland in Modern Times	4
HIST 324	German History Since 1815	4
HIST 332	Modern Mexico	4
HIST 335	Modern Latin America 1800-Present	4
HIST 341	History of Africa: 1870 to Present	4
HIST 343	History of India: 1857 to Present	4
HIST 355	The Middle East Since 1800	4
HIST 364	Modern Japan	4
HIST 392	Global Environmental History	4
HIST 421	Europe in the 20th Century World	4
HIST 424	Modern Russia	4
HIST 453	The Cold War: A Global History	4
HIST 460	China Since 1800	4
POSC 220	Comparative Politics of East Asia	4
POSC 310	Comparative European Government	4
POSC 313	Comparative Politics of the Middle East	4
POSC 408	Political Violence and Terrorism	4
POSC 411	International Law	4
POSC 415	The United Nations System	4
POSC 417	Russia and the Soviet Union	4
POSC 420	Politics in China	4

Group Four: Issues in Political, Economic and Social Development - one course

		Credits
ECON 411	Economic Development (prerequisites: ECON 211 and 212, MATH 160 or 201)	3
POSC 311	Comparative Government of Developing Nations	4
POSC 413	International Political Economy	4
SOCI 210	Introduction to Global Sociology	4
SOCI 319	Globalization and Social Change	4
SOCI 322	Population Studies	4
SOCI 363	Women and Development	4

International Political Economy Concentration

Select eight courses from at least three different disciplines, including ECON 211 and ECON 441 and two other courses in Group One; POSC 413 and one other course in Group Two; and two courses from Group Three. Students taking the IPE concentration must take ECON 212 in the core instead of ECON 150. At least five courses must be taken at the 300-400 level.

Group One: Economics - four courses*

Required courses:		Credits
ECON 211	Micro-Economic Principles	3
ECON 441	International Economics	3

Select two other courses:

ECON 305	Intermediate Macro-Theory	3
ECON 306	Intermediate Micro-Theory	3
ECON 402	Comparative Economic Systems	3
ECON 403	Monetary Policy and the U.S. Economy	3
ECON 411	Economic Development	3

*Please check for prerequisites. All ECON courses have specific prerequisites.

Group Two: Global Political Institutions and Political Economy - two courses

Required course:		Credits
POSC 413	International Political Economy	4

Select one other course:

POSC 311	Comparative Government of Developing Nations	4
POSC 415	The United Nations System	4
SOCI 210	Introduction to Global Sociology	4

Group Three: Historical, Political, Cultural and Geographic Settings - two courses

		Credits
ANTH 100	Cultural Anthropology and Linguistics (if not taken for core credit)	4
ANTH 201	Cultural Anthropology Survey	4
CADR 301	International Conflict and Conflict Resolution	4
CADR 302	Crosscultural Conflict Analysis and Intervention	4
CMAT 337*	International Media Systems	4
ENGL 317	German Short Stories	4
ENGL 365	Literature of the "Third World"	4
ENGL 404	International Cinema	4
ENGL 433	Language and Culture	4
FREN 316	Francophone Culture and Civilization I	4
FREN 317	Francophone Culture and Civilization II	4
FREN 325	Francophone Culture Through Literature	4
FREN 410	Francophone Topics	4
GEOG 101	World Geography: Europe and Asia (if not taken for core credit)	3
GEOG 102	World Geography: Africa and the Americas (if not taken for core credit)	3
GEOG 203	Economic Geography (if not taken for core credit)	3
GEOG 310	Regional Geography of Europe	3
GEOG 327*	Political Geography	3
GERM 350	German Short Stories	4
HIST 210	Introduction to World Religion	4
HIST 224	Hitler and the Third Reich	4
HIST 312	History of Ireland and Modern Times	4
HIST 324	German History Since 1815	4
HIST 332	Modern Mexico	4
HIST 335	Modern Latin America 1800-Present	4
HIST 341	History of Africa from 1800	4
HIST 343	History of India: 1857 to Present	4
HIST 355	The Middle East Since 1800	4
HIST 364	Modern Japan	4
HIST 392	Global Environmental History	4
HIST 421	Europe in the 20th Century	4
HIST 424	Modern Russia	4
HIST 453	The Cold War: A Global History	4
HIST 460	China Since 1800	4
MDFL 245	The German People	4
MDFL 246	The Russian People	4
MDFL 248	Studies in Contemporary Cultures	4
PHIL 312	Introduction to Asian Philosophy	4
POSC 220	Comparative Politics of East Asia	4
POSC 310	Comparative European Government	4
POSC 313	Comparative Politics of the Middle East	4
POSC 408	Political Violence and Terrorism	4
POSC 411	International Law	4
POSC 417	Russia and the Soviet Union	4
POSC 420	Politics in China	4
SOCI 250	Race Relations in Global Perspective (if not taken for core credit)	4
SOCI 319	Globalization and Social Change	4
SOCI 363	Women and Development	4
SPAN 315	Spanish Culture and Civilization	4
SPAN 316	Latin American Culture and Civilization	4
SPAN 330	Topics in Hispanic Literature in Translation	4
SPAN 335	Survey of Spanish Literature	4
SPAN 336	Survey of Latin American Literature	4
SPAN 403	Hispanic Culture Through Literature	4

*Please check for prerequisites.

Regional Specialization Courses

(For International Relations Concentration and Global Cultural Studies Concentration)

		Credits
Asia:		
ANTH 201	Cultural Anthropology Survey (where appropriate)	4
GEOG 101	World Geography: Europe and Asia	3
HIST 343	History of India: 1857 to Present	4
HIST 362	Chinese Civilization	4
HIST 363	Japanese Civilization	4
HIST 364	Modern Japan	4
HIST 460	History of China Since 1800	4
PHIL 312	Introduction to Asian Philosophy	4
PHIL 323	Buddhist Philosophy	4
PHIL 324	Topics in Asian Philosophy	4
POSC 220	Comparative Politics of East Asia	4
POSC 420	Politics in China	4
Latin America:		
ANTH 201	Cultural Anthropology Survey (where appropriate)	4
GEOG 102	World Geography: Africa and the Americas	3
HIST 332	Modern Mexico	4
HIST 335	Modern Latin America 1800-Present	4
SPAN 316	Latin American Culture and Civilization	4
SPAN 330	Topics in Hispanic Literature in Translation	4
SPAN 336	Survey of Latin American Literature	4
SPAN 403	Hispanic Culture Through Literature	4
Africa:		
ANTH 201	Cultural Anthropology Survey (where appropriate)	4
GEOG 102	World Geography: Africa and the Americas	3
HIST 340	History of Africa to 1870	4
HIST 341	History of Africa: 1870 to Present	4

Europe:

ANTH 201	Cultural Anthropology Survey (where appropriate)	4
ENGL 479	Contemporary Trends in British Literature	4
FREN 316	Francophone Culture and Civilization I	4
FREN 317	Francophone Culture and Civilization II	4
FREN 325	Francophone Culture Through Literature	4
FREN 410	Francophone Topics	4
GEOG 101	World Geography: Europe and Asia	3
GEOG 310	Regional Geography of Europe	3
GERM 350	German Short Stories	4
HIST 224	Hitler and the Third Reich	4
HIST 225	Holocaust: The Extermination of the European Jews	4
HIST 311	History of England and Great Britain, 1702 to the Present	4
HIST 312	History of Ireland in Modern Times	4
HIST 323	Europe in the 19th Century	4
HIST 324	German History Since 1815	4
HIST 325	History of European Revolutions Since 1815	4
HIST 421	Europe in the 20th Century	4
HIST 451	World War I	4
HIST 452	The Second World War: A Global History	4
MDFL 245	The German People	4
POSC 310	Comparative European Government	4
SPAN 309	Summer Program in Spain	4
SPAN 315	Spanish Culture and Civilization	4
SPAN 330	Topics in Hispanic Literature in Translation	4
SPAN 335	Survey of Spanish Literature	4
SPAN 403	Hispanic Culture Through Literature	4

Russia/Central Europe:

ANTH 201	Cultural Anthropology Survey (where appropriate)	4
GEOG 310	Regional Geography of Europe	3
HIST 225	Holocaust: The Extermination of the European Jews	4
HIST 421	Europe in the 20th Century	4
HIST 424	Modern Russia	4
MDFL 246	The Russian People	4
POSC 399	Honors Interdisciplinary: Russian Politics Through Literature	4
POSC 417	Russia and the Soviet Union	4

Middle East:

ANTH 201	Cultural Anthropology Survey (where appropriate)	4
HIST 355	The Middle East Since 1800	4
POSC 213	War and Peace in the Middle East	4
POSC 313	Comparative Politics of the Middle East	4

Curriculum Guide: Bachelor of Arts in International Studies

There are three concentrations in the international studies major. This sample sequence is for freshmen in the concentration in international relations (IR). Information regarding course requirements and sequence beyond the freshman year is available upon request from the Political Science Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 103	Composition and Research	4
HIST 10X	General Education HIST 101, 102 or 103	4
GEOG 101	World Geography: Europe and Asia	3
or		
GEOG 102	World Geography: Africa and Americas	3
or		
GEOG 203	Economic Geography	3
or		
SOCI 250	Race Relations in Global Perspective	4
or		
ANTH 100	Cultural Anthropology and Linguistics	4
	Group IIA General Education Humanities (foreign language)	4
		15-16
ENGL XXX	General Education Literature Course	4
POSC 210	Introduction to International Relations	4
	Gen. Ed. Group IV	4
	Gen. Ed. Requirement	4
		16

For a major checklist visit www.salisbury.edu/checklists.

MUSIC

Department of Music

Dr. William Folger, Chair
410-543-6386

All students who wish to be admitted to the Bachelor of Arts in music program must successfully pass a music audition and take a theory advisory test. While some students may wish to complete these admission requirements prior to enrollment at Salisbury University and immediately be admitted into the music program, other students may choose to begin as pre-music majors while preparing to complete their admission requirements sometime during their first year of applied study at Salisbury University. Admission and audition guidelines and procedures are available from the Music Department. The music program is accredited by the National Association of Schools of Music (NASM).

The Bachelor of Arts in music program is designed for students who wish to combine the study of music with other interests in a vibrant liberal arts environment. The program provides an extraordinarily broad range of study options, so that students enjoy the flexibility to pursue varied interests. In order that career choices are expanded and not limited, the degree program is divided into a menu of diverse study tracks.

Within the Bachelor of Arts in music program, students may pursue tracks in teacher certification, vocal or instrumental performance, music technology or a traditional ("general") Bachelor of Arts in music curriculum. While all five tracks are constructed to enable students to pursue graduate study, if desired, the immediate goals of the tracks differ according to the varied needs of the student population they serve.

All students (including transfer students) enrolled in the Bachelor of Arts in music programs must complete all music courses with grades of C or better and maintain a grade point average of 2.5 in these courses to remain in good standing with the program. Transfer students must perform all recitals required for the degree program at SU.

Students completing the major in the Teacher Certification Track must complete all music and education courses with grades of C or better and maintain a grade point average of 2.75 to remain in good standing with the program.

B.A. in Music Curriculum

1. Complete 26 credits of core courses:

		Credits
MUSC 203	Theory I	3
MUSC 311	Music Perception I	1
MUSC 204	Theory II	3
MUSC 312	Music Perception II	1
MUSC 303	Theory III	3
MUSC 313	Music Perception III	1
MUSC 304	Theory IV	3
MUSC 314	Music Perception IV	1
MUSC 305	Music History I	3
MUSC 306	Music History II	3
MUSC 425	Form & Analysis	2
MUSA 205	Piano I	1
MUSA 206	Piano II	1

	(MUSA 390.006: two semesters may be substituted for MUSA 205, 206)	
	Piano Proficiency Exam	0

2. Complete one of the following tracks: B.A. in Music - Traditional, B.A. in Music - Vocal Performance, B.A. in Music - Instrumental Performance, B.A. in Music- Music Technology or B.A. in Music - Teacher Certification.

Bachelor of Arts in Music - Traditional Track

The traditional Bachelor of Arts in music curriculum is designed to provide students with a broad-based knowledge of music that will prepare students for further study in music or in another career.

Complete the following requirements for a total of 52 hours:

1. Complete four semesters of ensembles (four credit hours). Two semesters of MUSA 131 Accompanying is required of all keyboard majors. A minimum of two semesters must be in Orchestra (MUSA 105), Concert Band (MUSA 107) or University Chorale (MUSA 100). Appropriate ensemble placement is determined in consultation with academic advisor. For transfer students, all four semesters of ensemble credits (four credit hours) must be completed at SU.
2. Complete six semesters (minimum) of applied music with jury exam after each semester:

		Credits
MUSA 138	Applied Music I	1
MUSA 139	Applied Music II	1
MUSA 238	Applied Music III	1
MUSA 239	Applied Music VI	1
MUSA 338	Applied Music V	1
MUSA 339	Applied Music VI	1
MUSA 391	Performance Class (must be taken in conjunction with each level of applied study)	0

3. Complete the following:

		Credits
MUSA 498	Senior Project	4

4. Complete 14 credits of music electives.
5. Complete 24 credits of free electives (non-music).

Vocal Performance Track

This track is designed for students who aspire to careers in performance, whether as a soloist or as a member of a performance ensemble.

Complete the following requirements for a total of 52 hours:

1. Complete eight semesters of large ensembles (eight credit hours). A minimum of four semesters must be in University Chorale (MUSA 100). Appropriate ensemble placement is determined in consultation with academic advisor. Transfer students must be enrolled in ensembles every semester while attending SU.
2. Four semesters of small ensembles (four credit hours).
3. Eight semesters of applied music with jury exam after each semester:

		Credits
MUSA 138	Applied Music I	2
MUSA 139	Applied Music II	2
MUSA 238	Applied Music III	2
MUSA 239	Applied Music VI	2
MUSA 338	Applied Music V	2
MUSA 339	Applied Music VI	2
MUSA 438	Applied Music VII	2
MUSA 439	Applied Music VIII	2
MUSA 391	Performance Class (must be taken in conjunction with each level of applied study)	0
	Junior Recital (half)	0
	Senior Recital (full)	0

4. Complete the following:

		Credits
MUSC 310	Conducting and Score Reading	1
MUSC 213	Singer's Diction I	1
MUSC 214	Singer's Diction II	1
MUSC 420	History of the Art Song	4
MUSC 318	Wellness in Performance	3
MUSC XXX	Approved Music Lit. or Theory Elective	3-4

5. Complete one foreign language course for General Education Group IIIA or IIIC requirements with a grade of C or better.
6. Complete a minimum of 10 credits of music electives.

Instrumental Performance Track

This track is designed for students who aspire to careers in performance, whether as concert soloists or as members of performance ensembles.

Complete the following requirements for a total of 52 hours:

1. Complete eight semesters of large ensembles (eight credit hours). Two semesters of MUSA 131 Accompanying is required of all keyboard majors. A minimum of four semesters must be in either Orchestra (MUSA 105) or Concert Band (MUSA 107). Appropriate ensemble placement is determined in consultation with academic advisor. Transfer students must be enrolled in ensembles every semester while attending SU.
2. Complete four semesters of small ensembles (four credit hours).
3. Complete eight semesters of applied music with jury exam after each semester:

		Credits
MUSA 138	Applied Music I	2
MUSA 139	Applied Music II	2
MUSA 238	Applied Music III	2
MUSA 239	Applied Music VI	2
MUSA 338	Applied Music V	2
MUSA 339	Applied Music VI	2
MUSA 438	Applied Music VII	2
MUSA 439	Applied Music VIII	2
MUSA 391	Performance Class (must be taken in conjunction with each level of applied study)	0
	Junior Recital (half)	0
	Senior Recital (full)	0

4. Complete the following:

		Credits
MUSC 310	Conducting and Score Reading	1
MUSC 441	Instrumental Literature	4
or		
MUSC 403	History of the Pianoforte and Its Literature	4
MUSC 318	Wellness in Performance	3
	Approved Music Literature or Theory Elective	3-4

5. Complete a minimum of 12 credits of music electives.

Music Technology Track

This track is designed to give students a basic foundation in music production to prepare them for a variety of careers within the music technology industry. This is a professional degree track that provides General Education as a foundation

coupled with a traditional music background and an emphasis in music production.

The goals of this track are to provide students with a well-rounded performance and music technology background that is ready for tomorrow's music industry. Students acquire skills in music recording and engineering, music engraving, music products and retail, music business and copyright issues, and musical performance—including live music, television/ radio, Internet, video games and teaching. Although students gain skills as music technologists, the goals for this track include a comprehensive background in the study of traditional music, including theory, history, conducting, private lessons and performance.

Complete the following requirements:

1. Complete eight semesters of large ensembles (eight credit hours). Two semesters of MUSA 131 Accompanying is required of all keyboard majors. A minimum of four semesters must be in Orchestra (MUSA 105), Concert Band (MUSA 107) or University Chorale (MUSA 100). Appropriate ensemble placement is determined in consultation with academic advisor. Transfer students must be enrolled in ensembles every semester while attending SU.
2. Complete eight semesters of applied music with jury exam after each semester:

		Credits
MUSA 138	Applied Music I	2
MUSA 139	Applied Music II	2
MUSA 238	Applied Music III	2
MUSA 239	Applied Music IV	2
MUSA 338	Applied Music V	2
MUSA 339	Applied Music VI	2
MUSA 438	Applied Music VII	2
MUSA 439	Applied Music VIII	2
MUSA 391	Performance Class (Must be taken in conjunction with each level of applied study)	0

3. Complete the Music Technology Track core:

		Credits
MUMT 200	Introduction to the Music Business and Industry	4
MUMT 234*	Beginning Audio Production I	4
MUMT 300	Ear Training for Recording Engineers	1
MUMT 354*	Advanced Audio Production	4
MUMT 400	Music Acoustics	3
MUMT 495	Internship	4
MUSC 202	Introduction to Music Technology	4
MUSC 310	Conducting and Score Reading	1
MUSC 498	Senior Project	4

* Co-listed with Communication Arts Department

4. Complete the following requirements outside the program:

		Credits
CMAT 131*	Writing for Media	4
ECON 150	Principles of Economics	3
MATH XXX	(Recommended MATH 100. Students may chose another MATH course to fulfill General Education requirement.)	3
PHYS 121*	General Physics I	4
PHYS 123*	General Physics II	4

* May be used toward fulfilling General Education requirements.

Teacher Certification Track

The teacher certification program is designed for students who wish to pursue careers in music education in a classroom setting and seeks to equip students to meet certification requirements in the public schools. This is a Maryland state-approved comprehensive, K-12 degree program that gives backgrounds in both choral and instrumental music. Students complete coursework through the Department of Music and the Department of Education Specialties.

Complete the following requirements:

1. Complete seven semesters of ensembles (seven credit hours). Two semesters of MUSA 131 Accompanying is required of all keyboard majors. A minimum of four semesters must be in Orchestra (MUSA 105), Concert Band (MUSA 107) or University Chorale (MUSA 100). The remaining semesters may be in any of the large ensembles listed above or Jazz Ensembles and Improvisation (MUSA 102) or Musical Theatre Workshop (MUSA 104).

   Appropriate ensemble placement is determined in consultation with academic advisor. Transfer students must be enrolled in ensembles every semester while attending SU.
2. Seven semesters of applied music with jury exam after each semester:

		Credits
MUSA 138	Applied Music I	2
MUSA 139	Applied Music II	2
MUSA 238	Applied Music III	2
MUSA 239	Applied Music VI	2
MUSA 338	Applied Music V	2
MUSA 339	Applied Music VI	2
MUSA 438	Applied Music VII	2
MUSA 391	Performance Class (must be taken in conjunction with each level of applied study)	0
	Senior Recital (half)	0
MUSC 310	Conducting and Score Reading	1

Pre-professional Requirements

1. Complete the following pre-professional requirements with grades of C or better:

		Credits
EDUC 210	School in a Diverse Society	3
ENGL 103	Composition and Research	4
SCED 300	Development, Learning and Assessment	3

2. Show satisfactory results on the Praxis I, SAT or ACT examinations as defined by the Maryland State Department of Education. See education advisor regarding passing scores.

Professional Program

In order to enroll in professional education program courses, students must meet the following requirements:

1. Complete an application for formal admission to the professional program. Obtain written approval of the application from both content and education advisors.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in the major, including transfer credits.
4. Complete all pre-professional requirements.
5. Have completed four courses in the major field.
6. Pass Praxis I or have equivalents.

Methods Requirements

1. All music education students must complete the following courses in education with grades of C or better:

		Credits
MUED 319	Technology in Music Education	1
ELED 309	Classroom Visitations (corequisite with ELED 419)	0
ELED 419	Teaching Music and Reading in the Elementary School	3
SCED 429	Teaching Music and Reading in the Middle and High School	4
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 434	Classroom Management	3

Music Methods:

MUSA 108	Voice (instrumental)	1
or		
MUSC 213	Singer's Diction I (voice)	1
and		
MUSC 214	Singer's Diction II (voice)	1
MUSC 308	Instrumental Methods	2
MUSC 309	Choral Techniques and Methods	2
MUSC 310	Conducting and Score Reading	1
MUSC 413	Advanced Conducting and Score Reading	2
MUSC 426	Arranging for Voices and Instruments	2

Instrumental Techniques:

MUSC 215	Woodwinds	1
MUSC 216	Percussion	1
MUSC 217	Strings	1
MUSC 218	Brass	1

2. The Maryland State Board of Education mandates all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. All secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.

Directed Teaching and Seminar

Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100 day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Interns are responsible for their own transportation to the PDS site.

Candidates must meet the following requirements for directed teaching:

1. Complete the written application for internship.
2. Complete 90 college credit credits including methods and at least eight courses of the academic major (secondary and K-12 programs).
3. Have an overall GPA of at least 2.50 including transfer credit.
4. Have a minimum 2.75 GPA in the academic major including transfer credit.
5. Have a minimum 2.75 GPA in all professional education courses (with no grade below C) including transfer courses. Students may repeat education courses only once.
6. Obtain verification of completion of requirements from the director of field experiences.
7. Have passing scores on the appropriate Praxis II exam.

All secondary education/K-12 majors are required to pass the following courses

		Credits
ELED 430	Directed Teaching in Music in the Elementary School	6
SCED 431	Directed Teaching in Music in the Secondary School	6
ELEC 411	Instructional Analysis in the Elementary School (fall)	3
or		
SCED 433	Reflections and Inquiry in Teaching Practice (spring) (with a grade of C or better)	2

All secondary/K-12 students in a program requiring Praxis II examinations for licensure must take the Maryland Praxis II tests for their content area prior to graduation.

General Information

Lab Fees

There is a $200 per semester credit lab fee required of all students in applied music study (MUSA 390 and MUSA 138-439 sequence).

An additional lab fee is required for all other MUSA and MUSC courses from all students.

Curriculum Guide: Bachelor of Arts in Music

The following is a sample sequence of courses for freshmen students majoring in music. Information regarding course requirements and sequence beyond the freshman year is available upon request from the Music Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 103	Composition and Research	4
HIST 10X	Gen. Ed. IIA (HIST 101, 102 or 103)	4
MUSC 203	Theory I	3
MUSC 311	Music Perception I	1
MUSA 138*	Applied Music I	2
MUSA 391*	Performance Class	0
MUSA 205	Class Piano I	1
MUSA XXX	Ensemble - Large	1
	Elective	3-4
		19-20
ENGL XXX	Gen. Ed. IB Literature course	4
MUSC 204	Theory II	3
MUSC 312	Music Perception II	1
MUSA 139*	Applied Music II	2
MUSA 391*	Performance Class	0
MUSA 206	Class Piano II	1
MUSA XXX	Ensemble - Large	1
	Elective	3-4
	Elective	3-4
		18-20

*Pre-music students will take MUSA 390 instead of MUSA 138/MUSA 391 and MUSA 139/MUSA 391.

For a major checklist visit www.salisbury.edu/checklists.

PHILOSOPHY

Department of Philosophy

Dr. Joerg Tuske, Chair
410-677-5369

The philosophy curriculum consists of the following 10 courses with minimum grades of C in each course; with at least five courses at the 300/400 level:

1. Complete one introductory-level course:

		Credits
PHIL 101	Introduction to Philosophy	4
or		
PHIL 103	Critical Thinking	4

2. Complete Proseminar

		Credits
PHIL 290	Proseminar in Philosophy	4

3. Complete one core course in value theory from the following:

		Credits
PHIL 203	Ethics	4
PHIL 300	Philosophy of the Arts	4
PHIL 305	Political Philosophy	4
PHIL 401	Moral Theory	4
PHIL 450	Philosophical Concepts in Literature	4

4. Complete one core course in metaphysics/epistemology from the following:

		Credits
PHIL 307	Mind, Language and World: Themes in Analytical Philosophy	4
PHIL 330	Theory of Knowledge	4
PHIL 335	Philosophy of Science	4
PHIL 402	The Problem of God	4
PHIL 408	Metaphysics	4

5. Complete one course in the history of western philosophy from the following:

		Credits
PHIL 308	Ancient Philosophy	4
PHIL 309	Medieval Philosophy	4
PHIL 311	Modern Philosophy	4
PHIL 317	19th Century Philosophy	4

6. Complete diversity course from the following:

		Credits
PHIL 209	Philosophy and Culture	4
PHIL 312	Introduction to Asian Philosophy	4
PHIL 316	Philosophy and Feminism	4
PHIL 321	Race and Ethnicity	4
PHIL 323	Buddhist Philosophy	4
PHIL 324	Topics in Asian Philosophy	4
PHIL 399	International Studies in Philosophy	4

7. Complete three electives from any of the courses previously listed or the following:

		Credits
PHIL 202	Symbolic Logic	4
PHIL 210	Nature, Religion and Science	4
PHIL 301	Violence and Nonviolence	4
PHIL 306	Animals and Ethics	4
PHIL 313	Studies in the History of Philosophy	4
PHIL 315	Life and Death Issues in Health Care	4
PHIL 318	Environmental Responsibility	4
PHIL 319	Law and Morality	4
PHIL 322	Existentialism	4
PHIL 325	Philosophy of Religion	4
PHIL 405	Contemporary Continental Philosophy	4
PHIL 490	Independent Study	1-4

8. Complete the following advanced course, in which students deal creatively with a philosophical issue:

		Credits
PHIL 475	Senior Seminar	4

Curriculum Guide: Bachelor of Arts In Philosophy

The following is a sample sequence of courses for students majoring in philosophy. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
PHIL 101	Introduction to Philosophy	4
or		
PHIL 103	Critical Thinking	4
ENGL 103	Composition and Research	4
HIST 10X	Gen. Ed. IIA (HIST 101, 102, or 103)	4
	Gen. Ed. Group IVA	4
		16
PHIL XXX	1 Core in Value Theory	4
ENGL XXX	Gen. Ed. IB Literature course	4
	Gen. Ed. Group IVB	3-4
	Gen. Ed. Group IIIB or IIIC	4
		15-16

For a major checklist visit www.salisbury.edu/checklists.

POLITICAL SCIENCE

Department of Political Science

Dr. Leonard C. Robinson, Chair
410-677-0295

All political science majors must meet the following requirements:

1. Complete with minimum grades of C at least 10 courses in political science with at least six courses at the 300/400 level.

2. Complete the following political science core:

		Credits
POSC 101	Introduction to Politics and Government	4
POSC 110	American National Government	4
POSC 300	Methods of Empirical Political Analysis	4

(POSC 101 and 110 should be taken in the freshman year and POSC 300 in the junior year.)

3. Complete an additional four courses with one course from each of the following fields (distribution requirements):

		Credits
Comparative Politics		
POSC 220	Comparative Government of East Asia	4
POSC 310	Comparative European Government	4
POSC 311	Comparative Government of Developing Nations	4
POSC 313	Comparative Politics of the Middle East	4
POSC 390	International Field Study	3-9
POSC 408	Political Violence and Terrorism	4
POSC 417	Russia and the Soviet Union	4
POSC 420	Politics of China	4
International Politics/Foreign Policy		
POSC 210	Introduction to International Relations	4
POSC 213	War and Peace in the Middle East	4
POSC 215	American Foreign Policy	4
POSC 409	Causes of War	4
POSC 411	International Law	4
POSC 413	International Political Economy	4
POSC 415	United Nations System	4
Political Theory		
POSC 200	Political Ideologies	4
POSC 370	Democracy	4
POSC 401	Political Theory	4
American Politics/Public Policy		
POSC 102	Contemporary Issues	4
POSC 202	State and Local Government in the U.S.	4
POSC 205	Women in Politics	4
POSC 230	Judicial Process and Politics	4
POSC 301	Political Parties and Pressure Groups	4
POSC 315	The Presidency in American Politics	4
POSC 320	Public Policy Analysis	4
POSC 330	American Constitutional Development	4
POSC 340	Political Science Internship	3
POSC 341	Political Science Internship Seminar	3
POSC 360	Environmental Policy	4
POSC 430	The Congress in American Politics	4
POSC 440	Public Administration	4
POSC 450	Civil Rights and Liberties	4
POSC 460	Environmental Law	4

4. Satisfy the requirements below for the traditional major or the Applied Politics Track.

Traditional Major

In addition to core and distribution requirements, students must complete three additional courses in political science.

Applied Politics Track

In addition to core and distribution requirements, students must meet the following requirements:

1. Complete these courses:

		Credits
POSC 340	Political Science Internship	3
ENGL 306	Writing for the Disciplines	4
MATH 155	Modern Statistics with Computers	3

2. Select three courses from the following list:*

		Credits
POSC 202	State and Local Government in the U.S.	4
POSC 301	Political Parties and Pressure Groups	4
POSC 315	The Presidency in American Politics	4
POSC 320	Public Policy Analysis	4
POSC 430	The Congress in American Politics	4
POSC 440	Public Administration	4

* one of these courses can also be used to fulfill the major requirement of one course from the American Politics/Public Policy field

Curriculum Guide: Bachelor of Arts In Political Science

The following is a sample sequence of courses for students majoring in political science. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 103	Composition and Research	4
HIST 10X	Gen. Ed. IIA (HIST 101, 102 or 103)	4
POSC 101	Introduction to Politics and Government	4
PHEC 106	Personalized Health/Fitness	3
		15
ENGL XXX	Gen. Ed. IB Literature course	4
POSC 110	American National Government	4
	Gen. Ed. Group IVA	4
	General Elective	3-4
		15-16

For a major checklist visit www.salisbury.edu/checklists.

PSYCHOLOGY

Department of Psychology

Dr. Jason McCartney, Chair
410-543-6370

Students must complete a minimum of 10 courses from the categories listed here with grades of C or better. Transfer students majoring in psychology must complete a minimum of five psychology courses with grades of C or better at Salisbury University.

Core Requirements

Psychology majors must take these three courses:

		Credits
PSYC 101	General Psychology	4
PSYC 220	Research Methods I	4
PSYC 304	Research Methods II	4

Group A: Brain Sciences

1. Complete the following course:

		Credits
PSYC 301	Biological Basis of Behavior	4

2. Complete one 400-level course from the following:

		Credits
PSYC 401	Physiological Psychology	4
PSYC 445	Cognitive Psychology	4
PSYC 446	Fundamentals of Human Neuropsychology	4
PSYC 450	Sensation and Perception	4

Additional Requirements

Students must complete five courses. One each from categories B,C and D, and two additional courses from two different categories (B,C or D)

Group B: Developmental

		Credits
PSYC 300	Developmental Psychology	4
PSYC 320	Psychology of Infancy and Childhood	4
PSYC 321	Psychology of Adolescence	4
PSYC 322	Psychology of Aging	4
PSYC 323	Psychology of Death and Dying	4
PSYC 333	Effective Parenting	4
PSYC 423	Developmental Disabilities	4
PSYC 482	Nature-Nurture Issues	4
PSYC 483	Autism Spectrum Disorders	4

Group C: Social

		Credits
PSYC 306	Social Psychology	4
PSYC 325	Psychology of Sexuality	4
PSYC 334	Psychology of Women	4
PSYC 336	Psychology of Men	4
PSYC 375	Psychology and the Law	4
PSYC 406	Psychology of Attitudes and Attitude Change	4
PSYC 409	Environmental Psychology	4
PSYC 410	Multicultural Issues	4
PSYC 412	Psychology of Religion	4

Group D: Clinical

		Credits
PSYC 302	Abnormal Psychology	4
PSYC 360	Clinical/Counseling Psychology	4
PSYC 402	Childhood Disorders	4
PSYC 403	Measurement and Evaluation	4
PSYC 407	Psychology of Personality	4
PSYC 430	Applied Behavior Analysis	4
PSYC 481	Health Psychology/Behavioral Medicine	4

Optional Courses

		Credits
PSYC 305	Psychology of Learning	4
PSYC 313	Drugs and Behavior	4
PSYC 408	History and Systems in Psychology	4
PSYC 485	Psychology Practicum	3-4
PSYC 490	Individual Directed Study	1-4
PSYC 495	Selected Topics in Psychology	4
PSYC 497	Research in Psychology	4

Curriculum Guide: Bachelor of Arts In Psychology

The following is a sample sequence of courses for freshmen students majoring in psychology. Information regarding course requirements and sequence beyond the freshman year is available upon request from the Psychology Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 103	Composition and Research	4
HIST 10X	Gen. Ed. IIA (HIST 101, 102 or 103)	4
PSYC 101	General Psychology	4
	Gen. Ed. Group IVA	3-4
		15-16

ENGL XXX	Gen. Ed. IB Literature course	4
PSYC 220	Research Methods I	4
PSYC XXX	Course from Group B, C or D	4
	Gen. Ed. Group IVA	3-4
		15-16

For a major checklist visit www.salisbury.edu/checklists.

SOCIOLOGY

Department of Sociology

Dr. Diane S. Illig, Chair
410-677-5066

Students must complete 11 courses in sociology, one of which is one credit, with grades of C or better in each course. At least two courses beyond the core must be at the 300/400 level. Transfer students majoring in sociology must complete at least five courses in sociology at Salisbury University.

1. Complete the following four core courses:

		Credits
SOCI 321	Social Research	4
SOCI 421	Theory I, Foundations of Sociological Theory	4
SOCI 422	Theory II, Contemporary Sociological Theory	4
SOCI 429*	Senior Experience	1

* Related to topical area of student interest

2. Complete the one-course diversity requirement* from the following:

		Credits
SOCI 201	Social Problems	4
SOCI 250	Race Relations in Global Perspective	4
SOCI 304	Social Inequality	4
SOCI 314	Sociology of Gender	4
SOCI 331	Racial and Cultural Minorities	4
SOCI 339	Immigration	4
SOCI 361	Aging and Society	4
SOCI 363	Women and Development	4

3. Select six courses of sociology electives.

General Information

300/400-Level Courses

Although there are no prerequisites for many sociology courses, students are advised that 300/400-level courses are basically designed for juniors and seniors.

Curriculum Guide: Bachelor of Arts in Sociology

The following is a sample sequence of courses for freshman students majoring in sociology. Information regarding course requirements and sequence beyond the freshman year is available upon request from the Sociology Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 103	Composition and Research	4
HIST 10X	Gen. Ed. IIA (HIST 101, 102 or 103)	4
PHEC 106	Personalized Health/Fitness	3
	Gen. Ed. Group IIIB	4
		15

ENGL XXX	General Education IB Literature course	4
SOCI XXX	Sociology Lower-level Elective	4
	Gen. Ed. Group IVB	3-4
	Gen. Ed. Requirement	4
		15-16

For a major checklist visit www.salisbury.edu/checklists.

SPANISH

Department of Modern Languages and Intercultural Studies

Dr. Louise Detwiler, Chair
410-677-5384

A major in Spanish consists of 10 courses in the language above the intermediate level (201).

Transfer foreign language students must complete four courses in the major at Salisbury University with minimum grades of C.

1. Complete the following:

		Credits
SPAN 202	Spanish in Review	4
SPAN 310	Oral and Written Composition	4
or		
SPAN 313	Effective Writing and Reading for Spanish Heritage Speakers	4
SPAN 315	Spanish Culture and Civilization	4
SPAN 316	Latin American Culture and Civilization	4
SPAN 335	Survey of Spanish Literature	4
SPAN 336	Survey of Latin American Literature	4

2. Complete a minimum of four additional courses taught in the language (SPAN 330 cannot be used to complete this requirement) at the 300 or 400 level.

3. Earn grades of C or better in major courses.

4. All majors are required to earn academic credit via a department-approved study abroad program. (Questions regarding the fulfillment of this requirement should be directed to your advisor or department chair.)

Teacher Certification

Complete the requirements for the Spanish major and the following requirements.

Pre-professional Requirements

1. Complete the following pre-professional requirements with grades of C or better.

		Credits
EDUC 210	School in a Diverse Society	3
ENGL 103	Composition and Research	4
SCED 300	Development, Learning and Assessment	3

2. Show satisfactory results on Praxis I, SAT or ACT examinations as defined by the Maryland State Department of Education. See education advisor regarding passing scores.

Professional Program

In order to enroll in professional education program courses, students must meet the following requirements:

1. Complete an application for formal admission to the professional program. Obtain written approval of the application from both content and education advisors.

2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in the major, including transfer credits.
4. Complete all pre-professional requirements.
5. Complete four courses in the major field.

Methods Requirements

1. To be eligible for internship, all students enrolled in a secondary or K-12 program must complete the appropriate methods courses for the content major and the following courses in education with grades of C or better:

		Credits
SCED 318	Computers in Education	3
or		
SCED 319	Technology in Education	1
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 434	Classroom Management	3
SCED 376	World Language and Reading Methods in the Middle and High School Part I	4
SCED 476	World Language and Reading Methods in the Middle and High School Part II	4

2. The Maryland State Board of Education mandates all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. Secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.

Internship and Seminar

Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100-day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Interns are responsible for their own transportation to the PDS site.

Candidates must meet the following requirements for internship:

1. Complete the written application for internship.
2. Complete a minimum of 90 credits including methods and at least eight courses of the academic major (secondary and K-12 programs).
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses, including transfer credits, as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C. Students may repeat education courses only once.
6. Obtain verification of completion of these requirements from the director of field experiences.

All secondary education majors are required to pass the following:

		Credits
SCED 426	Internship in Middle or High School Education	6
SCED 428	Internship in Middle or High School Education	6
SCED 433*	Reflection and Inquiry in Teaching Practice (with a grade of C or better)	2

* Students are required to follow the University calendar with respect to attendance in SCED 433.

Graduation Requirement

State of Maryland passing scores on appropriate Praxis II exams are required for completion of secondary education certification and graduation. Spanish secondary students must pass the Maryland Praxis content tests or the ACTFL Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WTP) in Spanish. See education advisor regarding appropriate texts and passing scores.

General Information

Placement Exams and Credits

The Department of Modern Languages and Intercultural Studies awards and recognizes credit through examination in French, German and Spanish. Any student officially enrolled at Salisbury University may be granted credits through the Advanced Placement (AP) exam or CLEP exam.

Departmental placement exams in French, German and Spanish are given during Freshman Preview and at the very beginning of each semester only. All students who have not earned university academic credit in a language, either through the AP, CLEP or a credit-bearing course, are encouraged to take the departmental placement exam in that language to assist in determining proper initial placement level.

Students who have not yet earned university academic credit in a language may purchase credit for courses below the level of the first course in that language completed for credit with a grade of C or better. Credits for courses below the level of the first course completed for credit with a grade of C or better may be purchased at the current rate posted at the cashier's office.

A maximum of two courses granted by exam or purchased through completing an advanced first course in a language may be applied to either a minor or major in that language. A maximum of three courses may be earned by exam or purchased through completion of an advanced first course in a language.

Challenge Exams

Any student officially enrolled at Salisbury University may purchase credits through a challenge exam. Credits may not be purchased through a challenge exam for a course below the student's established level of proficiency. Conversation courses are not available for challenge exam credit.

Checklist

For a major checklist visit www.salisbury.edu/checklists.

THEATRE

Department of Theatre and Dance

Dr. T. Paul Pfeiffer, Chair
410-543-6278

Students must complete 13 courses in theatre, of which five must be at the 300/400 level, with grades of C or better. Eight core courses are required and five courses must be taken in a declared track.

THEA 250 satisfies the General Education IIIA requirements. Complete with grades of C or better the requirements of a minor, a minimum of 30 hours at the 300/400 level and electives as needed to graduate. Transfer students majoring in theatre must complete a minimum of five theatre courses, including THEA 499, at Salisbury University.

Theatre Core

1. Complete eight theatre courses:

		Credits
THEA 110	Technical Production	4
THEA 126	Costuming and Theatre Crafts	4
THEA 199	Cornerstone Seminar	1
THEA 240	Text Analysis	4
THEA 250	Acting I	4
THEA 300	History of Theatre I	4
THEA 301	History of Theatre II	4
THEA 499	Capstone Seminar	1

Design and Production Track

1. Complete two required courses:

		Credits
THEA 125	Theatre Practicum (repeat one hour for a total of two hours)	2
THEA 210	Design Fundamentals	4

2. Complete three elective courses from the following with two at 300/400 level:

		Credits
THEA 223	Makeup Design	4
THEA 258	Stage Management	4
THEA 310	Scene Design	4
THEA 311	Scene Painting	4
THEA 312	Lighting Design	4
THEA 320	Costume Design	4

Performance Track

1. Complete two required courses:

		Credits
THEA 125	Theatre Practicum (repeat one hour for a total of two hours)	2
THEA 200	Voice and Movement Fundamentals	4

2. Complete three elective courses from the following:

		Credits
THEA 344	Directing	4
THEA 350	Acting II	4
THEA 430	Accents and Dialects	4
THEA 450	Acting Shakespeare	4
THEA 451	Acting Comedy	4
THEA 456	Techniques of Children's Theatre	4

Curriculum Guide: Bachelor of Arts In Theatre

The following is a sample sequence of courses for freshmen students majoring in theatre. Information regarding course requirements and sequence beyond the freshman year is available online and upon request from the Theatre and Dance Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 103	Composition and Research	4
HIST 10X	Gen. Ed. IIA (HIST 101, 102 or 103)	4
THEA 110	Technical Production (Core)	4
THEA 199	Cornerstone Seminar (Core)	1
		14
ENGL XXX	Gen. Ed. IB Literature course	4
HIST 10X	Gen. Ed. IIB	4
THEA 126	Costuming and Theatre Crafts (Core)	4
	Gen. Ed. Group IVA	4
		16

For a major checklist visit www.salisbury.edu/checklists.

Graduate Programs

MASTER OF ARTS IN CONFLICT ANALYSIS AND DISPUTE RESOLUTION

Department of Conflict Analysis and Dispute Resolution

Robert LaChance, Program Director
410-677-0231

The Master of Arts in conflict analysis and dispute resolution (CADR) addresses the growing need for highly skilled conflict resolution practitioners to work within judicial, governmental, social service and private sector systems. This is a quickly growing field, with governments and corporations increasingly using mediation and other conflict resolution processes in their day-to-day operations. Students with any undergraduate major may pursue the degree.

The program is closely integrated with the Center for Conflict Resolution, which functions as a 'teaching hospital,' offering extensive opportunities for students to get involved in both research and practice. The academic and clinical faculty members work closely with students, ensuring that each student gains valuable hands-on experience in the field, specifically tailored to their individual career goals.

The curriculum combines advanced skill development with a strong theory base, providing a well-rounded education that allows students to apply theory in the real world. The curriculum also includes a strong emphasis on research skills for those students planning to continue their post-graduate study.

Admission

Admission to the Masters of Arts in CADR at SU requires an application for graduate program admission; the application fee; official transcripts from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application documents and requirements specified by the CADR program:

A. An undergraduate degree (preferably in CADR or a related field) with a minimum cumulative grade point average of 3.0 on a 4.0 scale.

B. M.A. in CADR application form.

C. Three letters of recommendation from individuals qualified to judge the applicant's ability to do graduate work in CADR.

D. Personal statement detailing the applicant's goals and objectives. The essay should outline the applicant's reasons for pursuing a M.A. in CADR.

E. A writing sample. Applicants should submit a sample work of 5-10 pages that demonstrates their writing abilities.

F. Fulfillment of the University requirements for international students as outlined in this catalog, if applicable.

All application materials should be received by the CADR graduate program director by March 15 for consideration of acceptance into the fall class. Incomplete or late applications will not be considered for admission in the fall term. The M.A. program is delivered as a full-time, cohort model; although students may occasionally be accepted for the spring term, or less often on a part-time basis. In making admission decisions, the committee is looking at the overall set of materials.

Program Requirements

The M.A. in CADR requires the completion of 36 credit hours. The program consists of eight core courses (24 credits), two electives (six credits), a field practicum (three credits) and a thesis project or professional development project (three credits). Graduate students must maintain a cumulative GPA of 3.0 or higher with no more than two C or C+ grades.

1. Complete 24 credits of core course work:

		Credits
CADR 500	Introduction to Conflict Analysis and Dispute Resolution	3
CADR 510	Problem Solving, Negotiation and Conflict	3
CADR 520	Structural and Systemic Conflict and Dispute System Design	3
CADR 530	Mediation Theory and Practice	3
CADR 540	Theories of Conflict and Conflict Resolution	3
CADR 550	Research Methods	3
CADR 600	Group Processes and Complex Conflicts	3
CADR 610	Workshops, Training and Conflict Coaching	3

2. Complete three credits of field practicum course work:

		Credits
CADR 640	Field Practicum I	3

3. Complete six credits of elective course work:

		Credits
CADR 620	Special Topics	3
CADR 630	Studies in Conflict Analysis and Dispute Resolution	3
CADR 641	Field Practicum II	3

4. Complete three credits of thesis or professional development project course work:

		Credits
CADR 650	Research Thesis Project	3
CADR 651	Professional Development Project	3

MASTER OF ARTS IN ENGLISH

Department of English

Dr. John D. Kalb, Graduate Program Director
410-543-6049

The English Department provides a variety of Master of Arts in English opportunities for students wishing to further their study. The program is large enough to offer high-quality instruction from faculty who are actively engaged in scholarship and publication, while, at the same time, small enough to promote collegiality among M.A. candidates and faculty and to ensure personalized attention as students proceed through their chosen areas of study. In addition, each academic year the department offers a limited number of teaching assistantships, which include stipend and tuition waiver in exchange for students' teaching two sections of the English Department's freshman composition courses each semester.

Students pursuing the M.A. in English include students intending to go on to Ph.D. programs, those expecting to teach at the junior or community college level, and secondary school teachers seeking to enhance their expertise and credentials. While every graduate student's experience ultimately depends on the energy, dedication and imagination which that student devotes to his or her studies, Salisbury University's M.A. in English program furnishes an environment in which the graduate experience can be intellectually challenging, highly productive and exceptionally rewarding.

Admission

Admission to the Master of Arts in English requires an application for graduate program admission at SU; the application fee; official transcript from all colleges and universities attended; and, if applying for in-state tuition, a Residency/Domicile Information Form. Applicants must have completed or anticipate completing prior to admission an undergraduate English major or its equivalent (30 semester hours of English beyond freshman English) or a major in a related area, with a 3.0 GPA in those undergraduate courses. A student who fails to meet this requirement should consult the English Department's graduate director regarding removal of deficiencies.

In addition to the materials required by SU's Office of Admission, the applicant for the M.A. in English must also submit (or have forwarded) directly to the English Department Graduate Program Director, Salisbury University, 1101 Camden Avenue, Salisbury, MD 21801, the following materials:

1. A Department of English M.A. in English Application Form (available through the English Department's Web site).
2. A written statement of purpose for applying to the English M.A. program and specific option.
3. Two letters of recommendation using the department's form (available through the English Department's Web site).
4. Qualifying exam scores:
   A. For the Literature option or the Composition, Language and Rhetoric option acceptable scores on the Graduate Record Examination (GRE) General Test (or Miller Analogy Test [MAT] scores if not applying for a teaching assistantship). Copy of GRE Registration Form (if scores are not available at the time of application).
   B. For the Teaching English to Speakers of Other Languages (TESOL) options, MAT or Praxis I scores are acceptable in lieu of the GRE, but only for students who are not applying for teaching assistantships. (NOTE: All TESOL students are required to take the Praxis Series before the end of their first year of study.)

Qualifying examination scores are considered relative to undergraduate (and previous graduate) GPAs, recommendations, statements of purpose and interviews (if required). There are no cutoff or minimum scores. If a student has already received a graduate degree, qualifying examination requirements may be waived at the discretion of the graduate program director.

All application materials should be received by the English Department's graduate program director 30 days prior to the beginning of the semester for which the student is applying. Application materials for applicants who wish to be considered for teaching assistantships must be received by March 15. When admitted to the English graduate program, graduate students may count no more than nine hours taken as non-degree students toward the M.A. in English. With the approval of the graduate director, up to nine hours of graduate credit may be transferred from another institution.

Course Requirements

The M.A. in English requires completion of 33 semester hours (including a minimum 24 hours completed at SU) with grades of C or better. Graduate students must maintain a cumulative average of 3.0 or higher and receive C or C+ grades in a maximum of two courses.

Students may choose one of four ways to meet degree requirements and all course selections must be approved by the graduate director in English. Students who as undergraduates have taken any of the required courses indicated in the options described (e.g., ENGL 431, Survey of Modern English Grammar; ENGL 433, Language and Culture; ENGL 465, Research in Composition) will, in consultation with the graduate program director, select alternative courses to meet the 33-hour requirement.

Plan A: Literature (Non-thesis)

a. At least 24 semester hours of English at the 500 level.

b. ENGL 508 and six of the 24 hours must be in seminars in literature; these include ENGL 500, 501, 502, 503, 504, 505 and 510.

c. Up to nine semester hours at the 500 level may be taken in one supporting discipline, e.g., education, history, modern languages, philosophy, sociology, communication arts or art, with the approval of the graduate program director.

Plan B: Literature (Thesis)

a. At least 21 semester hours of English at the 500 level.

b. ENGL 508 and six of the 24 hours must be in seminars in literature; these include ENGL 500, 501, 502, 503, 504, 505 and 510.

c. Up to nine semester hours at the 500 level may be taken in one supporting discipline listed under Plan A above, with the approval of the graduate program director.

d. Three semester hours of thesis credit (ENGL 531).

To help maintain a measure of commonality and to assure a broad literary scope to the degree program, all candidates for the M.A. in English in plans A and B must take a written comprehensive examination. Students admitted to the program are provided a list of primary texts in preparation for the examination. Students are responsible for all materials on the list regardless of the coursework they may elect. Students may take the examination at the conclusion of any semester in which they currently maintain good standing in the degree program, though they may not delay the examination longer than one full semester following the completion of their coursework. Every examination is evaluated by two members of the English Department faculty, unless a third reading of the examination should be required. In order to earn the M.A. in English, a student must pass the comprehensive examination within two attempts.

▸ Special Requirements for Literature Option Teaching Assistants

The Literature option for teaching assistants differs from the Plan A and B requirements in the following three ways:

1. ENGL 514, Writing Program Issues; ENGL 537, Survey of Modern English Grammar; ENGL 565 Research in Composition; and ENGL 508, Methods and Theories for Literary Research are required.
2. One of the four areas on the comprehensive examination for teaching assistants addresses material covered in the three required language and writing courses (ENGL 514, 537 and 565).
3. Students may take, in consultation with the graduate program director, up to six hours (rather than the nine hours allowed for non-teaching assistant Literature option students) in a supporting discipline.

Plan C: Composition, Language and Rhetoric

a. Complete the following four required courses in composition and language:

		Credits
ENGL 514	Writing Program Issues	3
ENGL 537	Survey of Modern English Grammar	3
ENGL 565	Research in Composition	3
ENGL 566	Current Problems in Composition	3

b. Complete two of the following courses in rhetoric and writing:

		Credits
ENGL 564	Rhetorical Criticism	3
ENGL 567	History and Theory of Rhetoric	3
ENGL 595	Topics in Writing and Rhetoric	3

c. Complete the required course ENGL 563 Literary Analysis and one additional literature seminar.

d. Complete two additional 500-level ENGL courses, at least one of which should be ENGL 509, 515, 535, 536, 538, 539, 591 or the course from "b" above not used to fulfill that requirement.

e. Complete one additional 500-level ENGL course and a comprehensive exam.
   or
   Complete ENGL 530 Directed Research and a Capstone Project.

Plan D: TESOL

a. The following 18 required semester hours of coursework:

		Credits
ENGL 528	ESOL Tests and Measurements	3
ENGL 535	Language and Culture	3
ENGL 536	Principles of Linguistics	3
ENGL 537	Survey of Modern English Grammar	3
ENGL 539	Second Language Acquisition	3
EDUC 547	Current Approaches to ESOL Instruction	3

b. The remaining 15 hours selected from the following courses:

		Credits
EDUC 500	Historical, Philosophical and Social Foundations	3
EDUC 545	Learning and Instruction in the Schools	3
EDUC 582	Teaching Reading in the Content Areas: Part I	3
EDUC 583	Teaching Reading in the Content Areas: Part II	3
ENGL 532	Literacy and ESOL Reading	3
ENGL 533	ESOL Program Development	3
ENGL 534	Literacy and ESOL Writing	3
ENGL 538	Bilingualism	3
ENGL 591	Topics in Linguistics and Language Learning	3
ENGL 592	Practicum	3

Plan D Plus: TESOL and Maryland Certification

Students who wish to earn their Maryland State Certification to teach ESOL (K-12) and complete the M.A. in English-TESOL are advised to enroll in this 57 semester hour (maximum) program. The number of credit hours required for the TESOL and Maryland Certification option may vary depending on students' educational and professional backgrounds. Students in this program should consult frequently with both the graduate program director in the English Department and the TESOL liaison in the Education Department:

a. The following required 30 semester hours of courses:

		Credits
ENGL 528	ESOL Tests and Measurements	3
ENGL 532	Literacy and ESOL Reading	3
ENGL 534	Literacy and ESOL Writing	3
ENGL 535	Language and Culture	3
ENGL 536	Principles of Linguistics	3
ENGL 537	Survey of Modern English Grammar	3
EDUC 500	Historical, Philosophical and Social Foundations	3
EDUC 545	Learning and Instruction in the Schools	3
EDUC 547*	ESOL Methods	3
EDUC 588	Seminar: Educating Individuals with Disabilities	3

* Prior to enrolling in EDUC 547 students must pass Praxis I and be admitted to the Professional Education Program

b. Students must also complete the following:

- Six hours of a foreign language.
- Six hours of the following language learning courses:

		Credits
ENGL 538	Bilingualism	3
ENGL 539	Second Language Acquisition	3
ENGL 591	Topics in Linguistics and Language Learning	3

- Six hours to fulfill the Maryland State Department of Education (MSDE) Reading in the Content Area Requirement:

		Credits
EDUC 582	Reading in the Content Areas: Part I	3
EDUC 583	Reading in the Content Areas: Part II	3

- Nine hours in student teaching in ESOL, divided into elementary and secondary levels, and a seminar, all corequisites:

		Credits
EDUC 507	TESOL Internship I	3
EDUC 509	TESOL Internship II	3
EDUC 511	TESOL Internship Seminar	3
or		
EDUC 558	Practicum for Teaching Professionals (for certified teachers)	3

Prior to graduation, students must take Praxis II ESOL and submit their scores to the graduate program director. Students apply for state certification individually.

POST-BACCALAUREATE CERTIFICATE IN TESOL (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES)

The Post-Baccalaureate Certificate in TESOL is designed for K-12 school personnel who wish their professional development and enhance their knowledge and expertise in Teaching of English to Speakers of Other Languages (TESOL) but are seeking neither an M.A. nor state certification in TESOL.

Admission

Applicants for the Post-Baccalaureate Certificate in TESOL must follow the admission procedures for admission to graduate study at Salisbury University. In addition, the following materials must also be submitted or forwarded directly to the English Department Graduate Program Director, Salisbury University, 1101 Camden Avenue, Salisbury, MD 21801:

1. A letter of application for admission which includes a written description of reasons for pursuing the certificate and a statement of career goals within TESOL.
2. Two letters of recommendation.

Course Requirements

The Post-Baccalaureate Certificate in TESOL requires completion of 15 semester hours of graduate credit with a cumulative average of 3.0 or higher, with no grade lower than C, and no more than three credit hours of C or C+ in their program.

a. Complete the following 12 required semester hours:

		Credits
ENGL 530	Principles of Linguistics	3
ENGL 539	Second Language Acquisition	3
ENGL 528	ESOL Tests and Measurements	3
ENGL 547	Current Approaches in ESOL Instruction	3

b. Complete one of the following three semester hour courses:

ENGL 532	Literacy and ESOL Reading	3
or		
ENGL 534	Literacy and ESOL Writing	3
or		
ENGL 509	Seminar in Language Study	3

NOTE: While the courses taken for the Post-Baccalaureate Certificate cover areas required for K-12 certification in the State of Maryland, this certificate by itself does not lead to teacher certification nor does it lead toward an M.A. in English.

MASTER OF ARTS IN HISTORY

Department of History

Dr. Richard Bowler, Graduate Program Director
410-546-6003

The History Department's Master of Arts (M.A.) program offers students the opportunity to undertake advanced coursework in many areas of U.S. and world history, and is especially strong in the study of the Chesapeake Bay region. Graduate seminars on specialized topics are taught by a diverse and world-class faculty, whose primary goal is to see that students acquire the dispositions necessary for conducting professional historical research. Small classes afford individualized attention and faculty support. The scope and rigor of the program furnishes an excellent foundation for those interested in continuing their studies at the Ph.D. level. Evening offerings give teachers and other nontraditional students an invaluable opportunity for ongoing education and career development.

With its emphasis on research, reading and writing, the M.A. program in history not only prepares its students to succeed in challenging academic and professional environments, but also promises to foster in them a lifelong love of learning and appreciation for the complexity of the human condition.

Admission

Admission to the M.A. in history at SU requires an application for graduate program admission; the application fee; official transcript from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application documents and requirements specified by the History Department:

A. Submission of three letters of recommendation from individuals qualified to judge the applicant's ability to pursue graduate studies in history, an example of the applicant's scholarly writing, along with the departmental application for admission to the graduate program in history, to the History Department, Salisbury University, 1101 Camden Avenue, Salisbury, MD 21801.

B. Acceptable results on the Graduate Record Examination (GRE). It is expected that students will submit the GRE scores at the time they apply to enter the graduate program. Students may be admitted without having taken the GRE, but must complete the GREs within the first semester.

C. Completion of the equivalent of an undergraduate major in history with at least 15 semester hours in history at the junior-senior level or above, including a course in research and writing, with a grade point average of 3.0 or better in all history courses. This preparation is designed to serve as a foundation for graduate study in history and such courses are therefore ineligible for inclusion in the 30 semester hours normally required for the degree.

D. A student who has completed a bachelor's degree in a major other than history should contact the history graduate program director for additional information.

All application materials, either those specified for the Admissions Office or those specified for the History Department, should be submitted by no later than May 15 for fall admission or October 15 for spring admission.

Provisional Admission

Students who do not meet the minimum requirements for admission to the M.A. in history may only be admitted on a provisional basis, and must make up the deficiency. Provisionally admitted students may take a maximum of nine semester hours and must maintain a cumulative grade point average of at least 3.0 with no grade less than C.

Program of Study

The M.A. in history requires 30 semester hours of graduate coursework (including 24 hours completed at SU) and satisfactory performance on oral and written examinations. After being formally admitted, but before beginning coursework, the graduate student is expected to meet with the graduate director of the History Department tentatively to select one major concentration area and at least one minor concentration area (a second minor concentration is optional) and to discuss a possible thesis option. Contact the History Department graduate director for concentration areas. Each student must:

1. Select at least five seminars from the selected major and minor concentrations at the 600-level (HIST 601 is required), the aim of which is to develop skills in historical research, analysis and writing.

The remainder of the credit hours may be earned in the following ways:

1. Complete a thesis (up to six semester hours, HIST 630 and HIST 631).
2. Complete additional graduate seminars (three semester hours each).
3. Complete 500-level courses. (A graduate student may not receive credit for a 500-level course in history and/or anthropology at SU that corresponds to the 400-level course (same title or topic) taken at SU for undergraduate credit).
4. Up to six semester hours of graduate work in history may be transferred from other institutions.

Students must maintain a cumulative grade point average of 3.0; earning two grades of "C" or one grade below "C" is grounds for dismissal from the program.

After completion of 15-18 semester hours of graduate work, students meet with the graduate director to finalize the specific areas in which they are to be examined. Students complete the written examination first; these responses become the starting point for discussion in the oral examination. Students who fail the written or oral examinations may retake the examination once, but must do so within one year of the date of the original examination.

Richard A. Henson

Henson School of Science and Technology

Dr. Karen L. Olmstead, Dean
Henson Science Hall Room 201
410-543-6489

Dr. Robert L. Joyner Jr., Associate Dean
Henson Science Hall Room 201
410-677-3026

Dr. Lisa D. Leslie, Advising Services Coordinator
Henson Science Hall Room 202 • 410-548-7711

Kristen Edwards, STEM Coordinator
Henson Science Hall Room 201 • 410-677-5368

Majors & Minors

Bachelor of Science
- Biology
  - Dual Degree: Biology and Environmental/Marine Science
- Chemistry
- Computer Science
- Earth Science
- Geography
- Mathematics
- Medical Laboratory Science
- Nursing
- Physics
  - Dual Degree: Physics/Engineering
- Respiratory Therapy

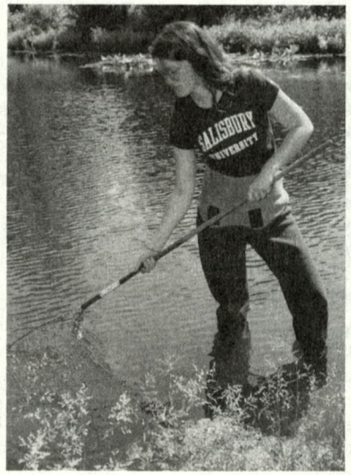
Minors
- Actuarial Science
- Biology
- Chemistry
- Clinical Biochemistry
- Clinical Hematology
- Clinical Microbiology
- Computer Science
- Earth Science
- Environmental/Land-Use Planning
- Geographic Information Science
- Geography
- Mathematics
- Physics
- Statistics
- Transfusion Services/Blood Bank

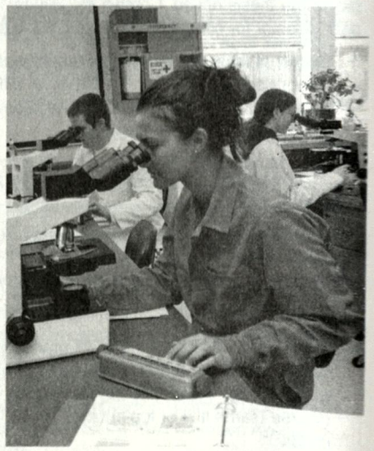
Upper-Division Certificate
- Geographic Information Science Fundamentals

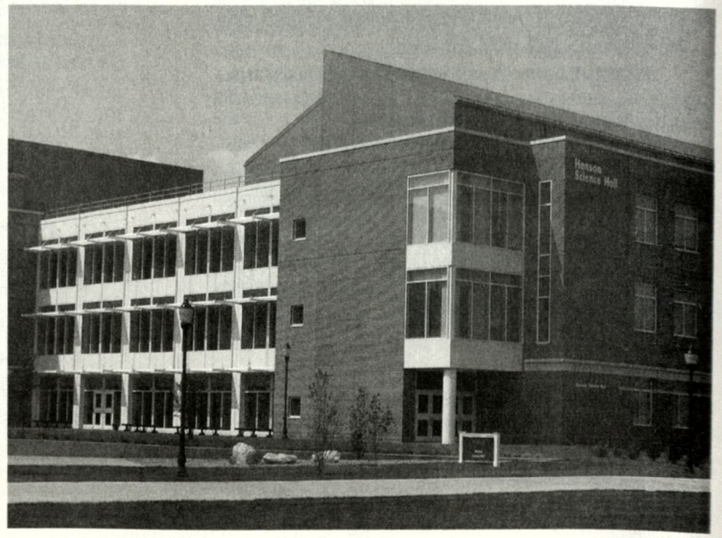
Master of Science
- Applied Biology
- Applied Health Physiology
- Geographic Information Systems Management
- Nursing
- Mathematics Education

Doctor of Nursing Practice

Post-Baccalaureate Certificate in Health Care Management







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School Information

The mission of the Richard A. Henson School of Science and Technology is to provide a state-of-the-art scientific and healthcare-related community where experienced faculty work closely with students in the pursuit of knowledge. In the Henson School, both students and faculty engage in a partnership for learning with a focus on ensuring career success. Within Henson School majors, students develop the knowledge and skills they need to function as professionals within their disciplines and as informed citizens.

The curricula provide sound foundations for health science, nursing, science, mathematics and computer science majors and include courses supporting the University's General Education mission. In addition to its integral role in liberal arts education, the school provides core courses in science for several programs in other schools at the University.

Students in the Henson School of Science and Technology work closely with their advisors on coursework, program planning and career development. In addition to traditional majors in the sciences, students can select from a

variety of interdisciplinary, dual-degree and pre-professional programs. Students are encouraged to engage in undergraduate research projects, internships and cooperative learning experiences. Faculty coordinators are available in each department to assist students in arranging internships and co-op experiences. Graduates from the school typically begin careers in science, technology and secondary education or continue their education in graduate or professional schools.

There are several scholarships for students enrolled in majors in the Henson School of Science and Technology. The endowment of the school established the Richard A. Henson Scholars Program. These scholarships are available to high ability students majoring in any department within the school, and can be renewed annually. There are a number of other scholarships available for students majoring in nursing, health sciences and other Henson School majors. More information is available in the "Financial Aid" section of this catalog.

Specific programs within the Henson School of Science and Technology are accredited by the following professional organizations:

American Chemical Society Committee on Professional Training
Commission on Accreditation for Respiratory Care
Commission on Collegiate Nursing Education (CCNE)
National Accrediting Agency for Clinical Laboratory Sciences

Richard A. Henson, founder and chairman of Henson Aviation, endowed the School of Science in 1988 creating the Richard A. Henson School of Science and Technology. An avid pilot, he founded the Henson Flying Service in his hometown of Hagerstown, MD, in 1931 when he was only 21 years old. During World War II he was a test pilot for Fairchild Industries in Hagerstown, then developing and manufacturing training and fighting planes for the nation's wartime flyers. After the war he turned his ideas and expertise as a flyer toward civil aviation and in 1967 started the first commuter service for Allegheny Airlines connecting Hagerstown to Baltimore and Washington, D.C. In 1981 he moved his corporate headquarters to Salisbury describing this as "the model commuter city in the United States." After a period of phenomenal growth he sold the airline to Piedmont Aviation Inc. in 1983, which in turn was bought out by USAir in 1987. Over the years, Henson has given numerous substantial financial gifts to other local educational institutions as well as the YMCA, the Boy Scouts of America, the Peninsula Regional Medical Center and the Greater Salisbury Committee. The Richard A. Henson Foundation made a generous gift to support the recently established Richard A. Henson Foundation Medical Simulation Center at Salisbury University.

Departments

BIOLOGICAL SCIENCES

www.salisbury.edu/biology
Majors: Biology, Biology/Environmental Marine Science (dual degree with UMES)
Minors: Biology
Graduate: M.S. Applied Biology
(See "Undergraduate Minors" section for details.)

Chair
Professor Stephen C. Gehnrich, Ph.D.; Tufts University
Professors
Christopher H. Briand, Ph.D.; University of Guelph
Mark F. Frana, Ph.D.; University of Kansas
Paul A. Grecay, Ph.D.; University of Delaware
Mark A. Holland, Ph.D.; Rutgers University
Kimberly L. Hunter, Ph.D.; University of Nevada Las Vegas
Ellen M. Lawler, Ph.D.; University of Pennsylvania
Judith M. Stribling, Ph.D.; University of Maryland
E. Eugene Williams, Ph.D.; Arizona State University
Associate Professors
Ann M. Barse, Ph.D.; University of Maryland College Park
Elizabeth A.B. Emmert, Ph.D.; University of Wisconsin Madison
F. Les Erickson, Ph.D.; University of Texas at Dallas
Samuel Geleta, Ph.D.; Oklahoma State University
Ronald L. Gutberlet, Ph.D.; University of Texas at Arlington
Victor A. Miriel, Ph.D.; Old Dominion University
Ryan C. Taylor, Ph.D.; University of Louisiana-Lafayette
Assistant Professors
Patti T. Erickson, Ph.D.; University of California, Berkeley
Aaron S. Hogue, Ph.D.; Northwestern University
Eric Liebgold, Ph.D.; University of Virginia
Dana L. Price, Ph.D.; Ph.D., Rutgers University
Senior Lecturers
Loren Moriarty, M.S.; Texas A&M University
Claudia Morrison-Parker, Ph.D.; Indiana University
Wanda Perkins, M.S.; Salisbury University
Barbara J. Pollock, Ph.D.; Ohio State University
Betty Lou Smith, Ph.D.; University of Maryland College Park
Lecturers
Clement L. Counts, Ph.D.; University of Delaware
Wanda Jester, M.S.; University of Maryland College Park
Kumudini Munasinghe, Ph.D.; University of Maryland Eastern Shore
Reema Persad-Clem, Ph.D.; Miami University

The Department of Biological Sciences offers degrees in the biological sciences and, through cooperation with the University of Maryland Eastern Shore, a program leading to dual degrees in biology and environmental/marine science. The department's mission is threefold:

1. Assist students majoring in biology and associated health disciplines and environmental/marine science prepare for advanced degree work or postgraduate employment.
2. Assist students not majoring in science develop an appreciation and fundamental knowledge of the principles governing life.
3. Nourish in all students the ability to apply the scientific process and to think critically about contemporary problems in the biological sciences.

The department shares the University's commitment to developing in students the fundamental communication skills that characterize educated persons and the technical knowledge and skills that will allow them to become outstanding professional biologists.

The biology major includes a required core, which introduces students to the basic concepts of modern biology. The core will allow students to prepare for careers as professional biologists in many prominent subdisciplines. The environmental/marine science dual degree program is an applied program leading to graduate school or employment in these areas. A program leading to secondary teacher education certification is also available.

The Department of Biological Sciences operates under the guidelines "Resolutions on the Use of Animals in Research, Testing and Education" as adopted in 1990 by the American Association for the Advancement of Science (AAAS).

CHEMISTRY

www.salisbury.edu/chemistry
Major: Chemistry
Minor: Chemistry
(See "Undergraduate Minors" section for details.)

Chair
Associate Professor Anita Brown, Ph.D.; University of Delaware
Professors
Frederick A. Kundell, Ph.D.; University of Maryland College Park
Miguel O. Mitchell, Ph.D.; Northeastern University
David F. Rieck, Ph.D.; University of Wisconsin Madison
Edward G. Senkbeil, Ph.D.; University of Delaware
Associate Professors
Katherine Miller, Ph.D.; Washington University
Assistant Professors
Alison Dewald, Ph.D.; The University of Virginia
Seth Friese, Ph.D.; University of California, San Diego
Stephen A. Habay, Ph.D.; University of Pittsburgh
Robert D. Luttrell, Ph.D.; University of Tennessee
Senior Lecturers
Mindy Howard, B.S.; University of Oklahoma at Norman
Orville LaCurts, M.Ed.; Salisbury University
Lecturer
Cynthia Watson, M.Ed.; Salisbury University

The Chemistry Department offers different tracks leading to the Bachelor of Science in chemistry, including two American Chemical Society (ACS)-certified programs and a program leading to secondary education teacher certification.

The department's curricula foster the development and expression (verbal and written) of rational thought. The faculty attempt to impart an understanding and appreciation of chemistry along with the knowledge, safe laboratory skills and personal integrity necessary for students to be productive members of the larger community of professional chemists. Because chemistry is an experimental discipline, the laboratory experience fosters a sense of self-confidence and independence, as well as an appreciation for the importance of original investigation. Since the study of chemistry is discovery-based, the department is committed to providing meaningful and interesting research experiences in well-equipped laboratories.

GEOGRAPHY AND GEOSCIENCES

www.salisbury.edu/geography
Majors: Earth Science, Geography
Minors: Earth Science, Environmental Land-Use Planning, Geographic Information Sciences, Geography
(See "Undergraduate Minors" section for details.)
Upper-Division Certificate: Geographic Information Science Fundamentals
Graduate: M.S. GIS Management

Chair
Professor Brent R. Skeeter, Ph.D.; University of Nebraska Lincoln
Professors
Xingzhi Mara Chen, Ph.D.; University of Iowa
Michael E. Folkoff, Ph.D.; University of Georgia
Michael S. Scott, Ph.D.; University of South Carolina
Associate Professors
Amal K. Ali, Ph.D.; Florida State University
Gina Bloodworth, Ph.D.; Pennsylvania State University
Mark de Socio, Ph.D.; University of Cincinnati
Arthur Lembo, Ph.D., State University of New York College of Environmental Science and Forestry
Darren B. Parnell, Ph.D.; University of South Carolina
Brent J. Zaprowski, Ph.D.; Lehigh University
Assistant Professors
Alexis L. Aguilar, Ph.D.; University of California, Los Angeles
Daniel W. Harris, Ph.D.; University of Maryland College Park

The Department of Geography and Geosciences offers a program leading to a Bachelor of Science in geography, a discipline which examines the spatial patterns and interactions of natural, cultural and socioeconomic phenomena on the earth's surface. Geography embraces aspects of the physical sciences, social sciences and spatial data management techniques. The department also offers a Bachelor of Science in earth science. Additionally, the department offers a graduate program in Geographic Information Systems (GIS) Management that focuses on the management and administration of geospatial data in a public context.

HEALTH SCIENCES

www.salisbury.edu/healthsci
Majors: Medical Laboratory Science, Respiratory Therapy
Minors: Clinical Biochemistry, Clinical Hematology, Clinical Microbiology, Transfusion Services/ Blood Bank
Graduate: M.S. Applied Health Physiology

Chair
Professor Sidney Schneider, Ph.D., RRT-NPS, RPFT, ACSM-CES (Applied Health Physiology Program Director); University of Maryland College Park
Professors
Diane L. Davis, Ph.D., MLS(ASCP)^{CM} SLS^{CM} SC^{CM} (Medical Laboratory Science Program Director and Clinical Coordinator); The Catholic University of America
Robert L. Joyner, Ph.D., RRT, FAARC (Respiratory Therapy Program Director); Dartmouth College
Assistant Professor
Cynthia C. Cowall, M.Ed., MT (ASCP); Salisbury University
Carlton R. Insley III, Ph.D., RRT-NPS, RPFT; University of Nevada - Las Vegas
Thomas K. Pellinger, Ph.D.; University of Oregon
Medical Directors
C. Rodney Layton Jr., M.D. (Consulting Faculty, Respiratory Therapy); Thomas Jefferson University, University of Pennsylvania School of Medicine
William J. Nagel, M.D. (Consulting Faculty, Respiratory Therapy); Creighton University School of Medicine
Sanjay K. Vanguri, M.D.; Cornell University Weill Medical College

Eric Weaver, M.D., Ph.D. (Consulting Faculty, Medical Laboratory Science); Thomas Jefferson University, Jefferson Medical College
Clinical Assistant Professors
Adriana Guerra, M.P.H., RRT; Texas A&M School of Rural Public Health (Program Coordinator, Respiratory Therapy Program at The Universities at Shady Grove))
Lisa Joyner, M.Ed., RRT-NPS (Director of Clinical Education, Respiratory Therapy Program); Salisbury University

The Department of Health Sciences consists of undergraduate programs in medical laboratory science and respiratory therapy, and a graduate program in applied health physiology.

The undergraduate programs provide coursework in the basic sciences, General Education and specialized areas that prepare graduates for national certification in their fields of study. During the first two years of each program, students take prerequisite and General Education courses. The last two years comprise the professional core, offering courses in the major with student laboratories accompanied by rotations through clinical facilities. The courses prepare students to practice in laboratory science or respiratory care under the guidance and supervision of professionals during internships in "real world" environments.

The graduate program in applied health physiology is a professional degree program designed to prepare health care professionals. Graduates of this program should possess the vision, the knowledge and the skills necessary to promote health and wellness in strength and conditioning careers as well as a variety of clinical settings (e.g., cardiac/pulmonary rehabilitation, geriatric centers, youth centers, state and local health departments, and corporate wellness programs). The curriculum emphasizes both theory and practice in the preparation of administrators, technicians and supervisors. The program is designed to include the knowledge, skills and opportunities for practice that are essential for the development of health care and strength fitness professionals.

Undergraduate Program in Medical Laboratory Science

The Department of Health Sciences offers a program leading to the Bachelor of Science in medical laboratory science, which has traditionally been known as the branch of medicine dealing with the performance of laboratory analyses used in the diagnosis, prognosis and treatment of disease, as well as the maintenance of health. This definition is rapidly undergoing expansion due to the diverse employment opportunities available to medical laboratory science graduates.

The American Society of Clinical Laboratory Science labels graduates "clinical laboratory scientists," since they are prepared for employment or further education in a broad spectrum of areas related to laboratory analysis. Graduates seek careers in clinical settings (hospitals or private laboratories performing tests related to disease conditions in humans and animals), industry (marketing, pharmaceutical, biomedical technology, occupational health, research and development, and quality assurance), research science, health care administration (infection control, health promotion, laboratory consultation) or public health (epidemiology, crime laboratory science, Peace Corps). Many graduates continue education in medicine, dentistry, health law or other graduate programs.

SU's program provides courses in the basic sciences of chemistry and biology, General Education and specialized areas such as microbiology, immunology, clinical biochemistry, hematology, transfusion services and management. Computerization, mathematics, instrumentation and writing are integrated into the curriculum. The diverse courses are coupled with opportunities to practice these studies in actual clinical laboratories. It is highly recommended that students wishing to pursue the degree seek academic advisement early.

The Bachelor of Science program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Graduates are eligible to take certification examinations offered by various national organizations such as the American Society for Clinical Pathology (ASCP).

Undergraduate Program in Respiratory Therapy

The Department of Health Sciences offers a program leading to the Bachelor of Science in respiratory therapy, preparing highly trained health care practitioners who administer care to patients with disorders of the cardiopulmonary system. Program admission is competitive and it is highly recommended that students wishing to pursue the degree seek academic advisement early.

The professional coursework in the respiratory therapy program provides extensive exposure to many therapeutic modalities including, but not limited to, oxygen therapy, small volume nebulizer therapy, chest physical therapy, intermittent positive pressure breathing, mechanical ventilation, intubation, blood gas acquisition and analysis, neonatal intensive care, monitoring heart and lung functions of critically ill patients, cardiopulmonary resuscitation, and numerous rotations (e.g., pulmonary function laboratory, cardiopulmonary rehab, etc.). The clinical rotations of the respiratory therapy program are divided among the student's junior and senior clinicals. The junior year is spent providing care to patents on the general floors and the senior year is spent providing care entirely in intensive care and the emergency department. This provides graduates the best exposure to a wide variety of patient diseases and severity of diseases. Graduates are offered certifications in CPR, Neonatal resuscitation, Pediatric Advanced Life Support and Advanced Cardiovascular Life Support

The Bachelor of Science program is accredited by the Committee on the Accreditation of Respiratory Care programs (CoARC). Graduates are eligible to take credentialing examinations offered by the National Board of Respiratory Care (NBRC).

Graduate Program in Applied Health Physiology

The Department of Health Sciences offers a program leading to the Master of Science in applied health physiology. This professional degree program is designed to prepare leaders in the fields of health care/wellness or fitness. The program offers three possible areas of focus: cardiovascular/pulmonary rehabilitation, strength and conditioning, and fitness/wellness. The program provides academic preparation for students seeking certification by the American College of Sports Medicine as exercise specialists or by the National Strength and Conditioning Association as certified strength and conditioning specialists (CSCS). The academic coursework prepares students for careers in health care settings such as hospitals, youth and geriatric centers, state and local health departments, corporate wellness programs, personal trainers, and strength and conditioning coaches for sports teams. The academic and clinical faculty members provide multiple opportunities for hands-on experience in addition to traditional classroom interactions.

MATHEMATICS AND COMPUTER SCIENCE

www.salisbury.edu/mathcosc
Majors: Computer Science, Mathematics
Minors: Actuarial Science, Computer Science, Mathematics, Statistics
(See "Undergraduate Minors" section for details.)
Post-Baccalaureate Certificate: Middle School Mathematics
Graduate: M.S. Mathematics Education

Chair
Professor Michael J. Bardzell, Ph.D.; Virginia Polytechnic Institute and State University
Associate Chair
Professor Donald E. Spickler Jr., Ph.D.; University of Virginia
Professors
Homer W. Austin, Ph.D.; University of Virginia
Steven M. Hetzler, Ph.D.; Northwestern University
E. Lee May Jr., Ph.D.; Emory University
Mohammad Moazzam, Ph.D.; The Catholic University of America
David L. Parker, Ph.D.; Indiana University
Kathleen M. Shannon, Ph.D.; Brown University
Robert M. Tardiff, Ph.D.; University of Massachusetts
Barbara A. Wainwright, Ph.D.; University of Delaware
Associate Professors
Troy V. Banks, Ph.D., University of Texas at Dallas
Jennifer A. Bergner, Ph.D.; University of Northern Colorado
Dean DeFino, M.S.; University of Tennessee
Enyue Lu, Ph.D.; University of Texas at Dallas
Kurt E. Ludwick, Ph.D.; Temple University
Sang-Eon Park, Ph.D.; University of Cincinnati
Xiaohong Sophie Wang, Ph.D.; University of Victoria (Canada)
Assistant Professors
Jathan W. Austin, Ph.D.; University of Delaware
Lori Carmack, Ph.D.; University of California, Santa Barbara
Veera Holdai, Ph.D., Wayne State University
Melissa Stoner, Ph.D.; Lehigh University
Professor of Practice
Michael Gauger, Ph.D.; Notre Dame University
Visiting Assistant Professors
Mary Beth Flagg, M.Ed.; Wilmington College
Gerard Keough, Ph.D.; Indiana University
Steven T. Lauterburg, Ph.D.; University of Illinois at Urbana-Champaign
Senior Lecturers
Robert Barber, M.S.; American University
Robert Johnson, Ed.D.; Indiana University
Bohdan G. Kunciw, Ph.D.; The Pennsylvania State University
Carvel LaCurts, M.Ed.; Salisbury University
Lecturer
Theresa Manns, M.S.; Syracuse University

The Department of Mathematics and Computer Science offers programs leading to the Bachelor of Science in mathematics, including concentrations in computer science and statistics, and to the Bachelor of Science in computer science. Also available are a track in actuarial science and a program leading to secondary education teacher certification. The department introduces students to the beauty and utility of mathematics, statistics and computer science in an environment that enhances learning experiences inside and outside the classroom. The department provides up-to-date programs as well as undergraduate research, internships and consulting opportunities.

The major in mathematics encourages students to examine the relationships among pure mathematics, applied mathematics, statistics and computer science. It provides a foundation for graduate work or careers in applied mathematics, statistics, computer science, actuarial science or secondary education. The major in computer science, which includes a minor in mathematics, emphasizes software development principles throughout the curriculum and prepares students for graduate study or for careers in computer science, software development or systems analysis. The department provides up-to-date programs as well as undergraduate research, internships and consulting opportunities.

NURSING

www.salisbury.edu/nursing
Major: B.S. Nursing
Post-Baccalaureate Certificate: Health Care Management
Graduate: M.S. Nursing, Doctor of Nursing Practice

Chair
Professor Lisa A. Seldomridge, Ph.D.; University of Maryland College Park
Associate Chair
Assistant Professor Debra Webster, Ed.D.; Wilmington College
Professors
Mary DiBartolo, Ph.D.; University of Maryland at Baltimore
Dorothea McDowell, Ph.D.; University of Maryland at Baltimore
Associate Professor
William T. Campbell, Ed.D.; University of Delaware
Assistant Professors
Michele I. Bracken, Ph.D.; University of Maryland at Baltimore
Voncelia S. Brown, M.S., Ph.D.; University of Maryland College Park
Katherine Hinderer, Ph.D.; University of Maryland at Baltimore
Judith M. Jarosinski, Ph.D.; Virginia Commonwealth University
Brenda J. Mister, Ed.D.; Wilmington University
Rita Nutt, D.N.P.; University of Maryland at Baltimore
Kerry C. Palakanis, D.N.P., FNP-BC, COHC, CWPM; University of Nevada Las Vegas
Mary T. Parsons, Ed.D., CFNP; University of Delaware (Director of Graduate and Second-Degree Programs)
Tina Brown Reid, Ed.D.; Wilmington College
Laurie Rockelli, Ph.D.; University of Maryland at Baltimore
Professors of Practice
Karen K. Badros, Ed.D., CRNP; University of Maryland College Park
Catherine M. Walsh, Ph.D.; University of Maryland College Park
Instructors
Kimberly D. Allen, M.S.N.; Johns Hopkins University
Kaynabess Freda, M.S.; Salisbury University
Nancy M. Smith, M.S.N., FNP-BC; Wilmington University
Jeffrey A. Willey, M.S.N.; University of Delaware

The Department of Nursing offers programs leading to a bachelor's or a master's degree in nursing and the Doctorate in Nursing Practice (D.N.P.). The faculty of the Department of Nursing at SU actively engage undergraduate and graduate students in the development of the knowledge, skills and values integral to excellence in professional nursing practice.

The bachelor's and master's degree programs are accredited by the Commission on Collegiate Nursing Education (CCNE) and the Maryland Board of Nursing. The department will pursue full accreditation of the newly established D.N.P. in a timely fashion.

PHYSICS

www.salisbury.edu/physics
Major: Physics
Minor: Physics
(See "Undergraduate Minors" section for details.)

Chair
Professor Andrew J. Pica, Ph.D.; University of Florida
Professor
Asif Shakur, Ph.D.; University of Calgary
Associate Professors
Joseph Howard, Ph.D.; University of Oklahoma at Norman
Gail S. Welsh, Ph.D.; The Pennsylvania State University
Assistant Professor
Jeffrey Emmert, Ph.D.; University of Virginia
Mark W. Muller, Ph.D.; University of Hawaii
Senior Lecturer
David Kanarr, M.Ed.; Salisbury University
Lecturer
Gerardo Vazquez, Ph.D.; Universdad Nacional Autonoma De Mexico
Visiting Assistant Professors
Matthew Bailey, Ph.D.; Utah State University

The Physics Department prepares students for a variety of careers in high-technology fields, graduate studies in physics or electrical engineering and teacher certification in secondary education. The department's mission is to prepare students to work confidently and effectively in physics or a related field, and to develop the power to think clearly, judge soundly and communicate effectively.

Graduates of the physics program have expertise in physics, electronics and microcomputers, areas that are an increasingly important part of everyday life. Applications are found in industrial, commercial, medical and governmental environments. There is a growing need for technically oriented personnel in all aspects: research, design, manufacture, sales and service.

Undergraduate Majors

BIOLOGY

Department of Biological Sciences
www.salisbury.edu/biology

Dr. Stephen C. Gehnrich, Chair
410-543-6490

To graduate with a degree in biology, students must complete the 27-credit biology core and at least 17 additional credits in BIOL and ENVH (totaling at least 44 credits), with an overall GPA of 2.0 or higher. At least 24 of these 44 credits must be at the 300-400 level. Approved courses include BIOL 115 and biology courses at the 200, 300 and 400 levels (except BIOL 205, 214, 217, 219, 416, 419 and 450). Approved courses also include ENVH 210, 301 and 302.

Biology Core

Complete the following biology core:

		Credits
BIOL 210*	Biology: Concepts and Methods	4

Three of the following:

BIOL 211*	Microbiology	4
BIOL 212*	Introduction to Plant Biology	4
BIOL 213*	Zoology	4
BIOL 310*	Ecology	4

All of the following:

BIOL 350	Cell Biology	4
BIOL 360	Genetic Analysis	4
or		
BIOL 370	Molecular Biology	4
BIOL 375	Introduction to Evolution	3

* A C or better is required in these courses before taking any courses for which they are a prerequisite. In order to earn a degree in biology, students must earn a C or better in at least three of the following: BIOL 211, 212, 213 or 310.

Additional Requirements

1. Complete the following three chemistry courses:

		Credits
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
CHEM 221	Organic Chemistry I	4

2. Complete one of the following mathematics courses:

		Credits
MATH 155	Modern Statistics	3
MATH 198	Calculus for Biology and Medicine	4
MATH 201	Calculus I	4

3. Complete one of the following physical science courses:

		Credits
GEOG 105	Introduction to Physical Geography	4
GEOG 401	Soil, Water and Environment	3
GEOL 103	Introduction to Physical Geology	4
PHYS 121	General Physics I	4
PHYS 221	Physics I	4

4. The following courses are highly recommended for all biology majors, as is a year of physics, since they are usually required for graduate study in the discipline:

		Credits
CHEM 222	Organic Chemistry II	4
CHEM 417	Biochemistry	4

5. Complete additional BIOL and ENVH courses to meet the minimum of 44 credits for the major.

The following courses may be taken as general electives, but are not acceptable for credit toward a major in biology:

		Credits
BIOL 101	Fundamentals of Biology	4
BIOL 105	Biology and Society	3
BIOL 205	Fundamentals of Human Anatomy and Physiology	4
BIOL 110	Human Biology	4
BIOL 214	Medical Physiology	3
BIOL 217	Nutrition	3
BIOL 219	Biology of Human Aging	3
BIOL 220	Humans and the Environment	4
BIOL 416	Research in Biology	3
BIOL 419	Biology Seminar	1
BIOL 450	Internship	1-3

Health Professions Students

Pre-professional students select their courses according to the admission requirements of the professional schools in their areas of interest with the advice of the health professions advisors of the Henson School of Science and Technology Health Professions Advising Program (HPAP). These advisors can assist students in developing pre-professional tracks for medicine, dentistry, veterinary medicine, optometry and podiatric medicine. See the "Pre-professional Programs" section of this catalog for more information.

Teacher Certification

Students seeking certification to teach biology in secondary schools must meet all major requirements, BIOL 310 Ecology, and the following specific and additional requirements in related sciences.

Students majoring in biology, secondary education track, should obtain the program curriculum guide and seek advisement from the biological science education specialist in the Department of Educational Specialties.

		Credits
BIOL 115/ MDTC 101	Safety in the Biological, Chemical and Clinical Laboratory	1
or		
CHEM 207	Laboratory Safety	1

▸ Pre-professional Requirements

1. Complete the following pre-professional requirements with grades of C or better.

		Credits
EDUC 210	School in a Diverse Society	3
ENGL 103	Composition and Research	4
SCED 300	Development, Learning and Assessment	3

2. Show satisfactory results on Praxis I, SAT or ACT examinations as defined by the Maryland State Department of Education. See education advisor regarding passing scores.

▸ Professional Program

In order to enroll in professional education program courses, students must meet the following requirements:

1. Complete an application for formal admission to the professional program. Obtain written approval of the application from both content and education advisors.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in the major, including transfer credits.
4. Complete all pre-professional requirements.
5. Complete four courses in the major field.

▸ Methods Requirements

1. To be eligible for internship, all students enrolled in a secondary or K-12 program must complete the appropriate methods courses for the content major and the following courses in education with grades of C or better:

		Credits
SCED 318	Computers in Education	3
or		
SCED 319	Technology in Education	1
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 434	Classroom Management	3
SCED 374	Science and Reading Methods in the Middle and High School Part I	4
SCED 474	Science and Reading Methods in the Middle and High School Part II	4

2. The Maryland State Board of Education mandates all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. Secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.

▸ Internship and Seminar

Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100-day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Interns are responsible for their own transportation to the PDS site.

Candidates must meet the following requirements for internship:

1. Complete the written application for internship.
2. Complete a minimum of 90 credits including methods and at least eight courses of the academic major (secondary and K-12 programs).
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses, including transfer credits, as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C. Students may repeat education courses only once.
6. Obtain verification of completion of these requirements from the director of field experiences.

All secondary education majors are required to pass the following:

		Credits
SCED 426	Internship in Middle or High School Education	6
SCED 428	Internship in Middle or High School Education	6
SCED 433*	Reflection and Inquiry in Teaching Practice (with a grade of C or better)	2

* Students are required to follow the University calendar with respect to attendance in SCED 433.

▸ Graduation Requirement

State of Maryland passing scores on appropriate Praxis II exams are required for completion of secondary education certification and graduation. See education advisor regarding appropriate tests and passing scores.

Dual Degree Program in Biology And Environmental/Marine Science

SU and UMES offer a dual-degree program in biology and environmental/marine science. Students from SU who complete the program receive a Bachelor of Science in biology from SU and a Bachelor of Science in environmental science with the marine ecology option from UMES.

These students pursue their biology major at SU, completing all biology core requirements (including BIOL 213) as well as the following:

1. Students in this program take a minimum of 23 semester credit hours on the UMES campus. Students shall not begin coursework at UMES until they have completed BIOL 210, BIOL 212, CHEM 121 and CHEM 122 with a C or better in all four courses. They complete registration for UMES courses by submitting an interinstitutional enrollment form available from their advisor or the Registrar's Office. As part of the 17 hours of biology elective requirements, students must take the following courses:

		Credits
BIOL 201*	Marine Zoology	4
BIOL 202(lec)/203(lab)*	Marine Botany	4
BIOL 310	Ecology	4
BIOL 401	Wetland Ecology	4
BIOL 410	Estuarine Biology	3

2. In addition to completing requirements for the biology major, students are required to complete the following courses:

		Credits
ENVS 202(lec)/204(lab)*	Oceanography	4
ENVS 221(lec)/222(lab)*	Principles of Environmental Science	4
ENVS 403(lec)/405(lab)*	Marine Exotoxicology	4
ENVS 460*	Earth Science	3
GEOG 104	Earth and Space Science	4
or		
GEOG 105	Introduction to Physical Geography	4
or		
GEOG 219	Map Analysis and Interpretation	4
PHYS 121	General Physics I	4
PHYS 123	General Physics II	4
MATH 155	Modern Statistics with Computer Analysis	3
MATH 198	Calculus for Biology and Medicine	4
or		
MATH 201	Calculus I	4
MATH 202	Calculus II	4
or		
XXX XXX	** Environmental Elective	3

* offered at UMES only; C or better required
** select one from GEOG 311, 316, 319, 321, 325, 401, 402; GEOL 405; BIOL 433.

NOTE: Because several courses are offered only in spring or fall, and because of other requirements of the program, it is important that students check their program plans carefully with their advisors.

See the "Graduate Programs" section of this chapter for a complete description of the M.S. in applied biology.

General Information

▸ Transfer Students

Transfer students seeking the degree in biology must complete a minimum of 15 credit hours of courses in biology at Salisbury University.

Curriculum Guide: Bachelor of Science In Biology

Information regarding course requirements and year-by-year sequence are available upon request from the Biological Sciences Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

For a major checklist visit www.salisbury.edu/checklists.

CHEMISTRY

Department of Chemistry
www.salisbury.edu/chemistry

Dr. Anita Brown, Chair
410-543-6480

The Chemistry Department offers a broad selection of tracks for students seeking careers in chemistry and the physical sciences. The Bachelor of Science in chemistry requires a minimum of 120 credits for graduation. Chemistry majors must have at least a C average in the math and science courses required by the major. Transfer students majoring in chemistry are required to complete at least 15 hours in chemistry at Salisbury University. With the proper selection of electives, a chemistry major can be used for entry into the professional programs of dentistry, medicine, veterinary medicine, pharmacy or patent law (see "Pre-professional Programs" section).

All chemistry majors must complete the following core courses. In addition, each major must satisfy the additional requirements for the chosen track as outlined below.

Chemistry Core Courses

		Credits
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
CHEM 221	Organic Chemistry I	4
CHEM 222	Organic Chemistry II	4
CHEM 321	Analytical Chemistry	4
MATH 201	Calculus I	4
MATH 202	Calculus II	4
PHYS 221	Physics I *	4
PHYS 223	Physics II **	4

* Students in the accelerated tracks (described below) may take PHYS 121 or PHYS 221
** Students in the accelerated tracks (described below) may take PHYS 123 or PHYS 223

In addition to completing these core courses, students must complete their major in one of seven ways: traditional chemistry track, ACS chemistry track, biochemistry track, ACS biochemistry track, teacher certification track, pre-engineering track, or an accelerated track.

Traditional Chemistry Track

This is a baccalaureate track designed for direct entry into the chemistry profession.

		Credits
CHEM 207	Laboratory Safety	1
CHEM 306	Fundamentals of Inorganic Chemistry	4
CHEM 333	Instrumental Analysis	3
CHEM 341	Physical Chemistry I	4
CHEM 342	Physical Chemistry II	4
CHEM 403	Principles of Chemical Research	3
or		
CHEM 413	Internship/Co-op in Chemistry	3
CHEM 441	Advanced Experimental Chemistry I	4
CHEM 442	Advanced Experimental Chemistry II	4
BIOL 210	Biology: Concepts and Methods	4

American Chemical Society Chemistry Track

The ACS-certified degree is widely recognized in the chemistry profession as a standard of excellence. This track is designed for motivated students with good scholastic records who intend to enter graduate programs in chemistry or closely related fields.

		Credits
CHEM 207	Laboratory Safety	1
CHEM 306	Fundamentals of Inorganic Chemistry	4
CHEM 333	Instrumental Analysis	3
CHEM 341	Physical Chemistry I	4
CHEM 342	Physical Chemistry II	4
CHEM 403	Principles of Chemical Research	3
CHEM 410	Chemical Research	3
CHEM 417	Biochemistry I	4
CHEM 441	Advanced Experimental Chemistry I	4
CHEM 442	Advanced Experimental Chemistry II	4
BIOL 210	Biological Concepts and Methods	4

Biochemistry Track

The biochemistry track is designed for students interested in developing a deeper understanding of biochemical principles and engaging in more advanced biochemistry laboratory experiences. This track provides a diversified background for postgraduate health-related programs, such as dentistry, medicine or veterinary medicine (see "Pre-professional Programs" section). When coordinated properly, completion of this track satisfies the requirements of most medical schools.

		Credits
CHEM 207	Laboratory Safety	1
CHEM 306	Fundamentals of Inorganic Chemistry	4
CHEM 333	Instrumental Analysis	3
CHEM 341	Physical Chemistry I	4
or		
CHEM 342	Physical Chemistry II	4
CHEM 403	Principles of Chemical Research	3
or		
CHEM 413	Internship/Co-op in Chemistry	3
CHEM 417	Biochemistry I	4
CHEM 418	Biochemistry II	3
CHEM 419	Biochemical Methods	4
CHEM 441	Advanced Experimental Chemistry I	4
BIOL 210	Biology: Concepts and Methods	4
BIOL 211	Microbiology	4
or		
BIOL 212	Introduction to Plant Biology	4
or		
BIOL 213	Zoology	4
BIOL 350	Cell Biology	4
or		
BIOL 370	Molecular Genetics	4
BIOL 3XX	Biology Elective	3/4
or		
BIOL 4XX	Biology Elective	3/4

American Chemical Society Biochemistry Track

The ACS-certified chemistry degree/biochemistry track is designed for highly motivated chemistry majors seeking a curriculum emphasizing biochemistry. This option is well suited for students who intend to enter graduate programs in biochemistry or closely related fields. When coordinated properly, completion of this track satisfies the requirements of most medical schools.

		Credits
CHEM 207	Laboratory Safety	1
CHEM 306	Fundamentals of Inorganic Chemistry	4
CHEM 333	Instrumental Analysis	3
CHEM 341	Physical Chemistry I	4
CHEM 342	Physical Chemistry II	4
CHEM 403	Principles of Chemical Research	3
CHEM 410	Chemical Research	3
CHEM 417	Biochemistry I	4
CHEM 418	Biochemistry II	3
CHEM 419	Biochemical Methods	4
CHEM 441	Advanced Experimental Chemistry I	4
BIOL 210	Biology: Concepts and Methods	4
BIOL 211	Microbiology	4
or		
BIOL 212	Introduction to Plant Biology	4
or		
BIOL 213	Zoology	4
BIOL 350	Cell Biology	4
BIOL 370	Molecular Genetics	4

Teacher Certification

The teacher certification track is a Maryland State Department of Education-approved teacher education program, which certifies students to teach chemistry in the secondary schools.

		Credits
CHEM 107	Chemistry: A Humanistic Perspective	4
or		
CHEM 109	Energy and the Environment	4
CHEM 207	Laboratory Safety	1
CHEM 306	Fundamentals of Inorganic Chemistry	4
CHEM 341	Physical Chemistry I	4
CHEM 342	Physical Chemistry II	4
CHEM 417	Biochemistry I	4
BIOL 101	Fundamentals of Biology	4

▸ Pre-professional Requirements

1. Complete the following pre-professional requirements with grades of C or better.

		Credits
EDUC 210	School in a Diverse Society	3
ENGL 103	Composition and Research	4
SCED 300	Development, Learning and Assessment	3

2. Show satisfactory results on Praxis I, SAT or ACT examinations as defined by the Maryland State Department of Education. See education advisor regarding passing scores.

▸ Professional Program

In order to enroll in professional education program courses, students must meet the following requirements:

1. Complete an application for formal admission to the professional program. Obtain written approval of the application from both content and education advisors.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in the major, including transfer credits.

4. Complete all pre-professional requirements.
5. Complete four courses in the major field.

▸ Methods Requirements

1. To be eligible for internship, all students enrolled in a secondary or K-12 program must complete the appropriate methods courses for the content major and the following courses in education with grades of C or better:

		Credits
SCED 318	Computers in Education	3
or		
SCED 319	Technology in Education	1
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 434	Classroom Management	3
SCED 374	Science and Reading Methods in the Middle and High School Part I	4
SCED 474	Science and Reading Methods in the Middle and High School Part II	4

2. The Maryland State Board of Education mandates all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. Secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.

▸ Internship and Seminar

Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100-day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Interns are responsible for their own transportation to the PDS site.

Candidates must meet the following requirements for internship:

1. Complete the written application for internship.
2. Complete a minimum of 90 credits including methods and at least eight courses of the academic major (secondary and K-12 programs).
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses, including transfer credits, as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C. Students may repeat education courses only once.
6. Obtain verification of completion of these requirements from the director of field experiences.

All secondary education majors are required to pass the following:

		Credits
SCED 426	Internship in Middle or High School Education	6
SCED 428	Internship in Middle or High School Education	6
SCED 433*	Reflection and Inquiry in Teaching Practice (with a grade of C or better)	2

* Students are required to follow the University calendar with respect to attendance in SCED 433.

▸ Graduation Requirement

State of Maryland passing scores on appropriate Praxis II exams are required for completion of secondary education certification and graduation. See education advisor regarding appropriate tests and passing scores.

Pre-engineering Track

The pre-engineering track is a 3-2 dual-degree program in cooperation with the University of Maryland and Widener University (see Dual-Degree Engineering Majors).

		Credits
CHEM 341	Physical Chemistry I	4
CHEM 342	Physical Chemistry II	4
ENGR 100	Introduction to Engineering Design	3
ENGR 110	Statics	3
MATH 310	Calculus III	4
MATH 311	Differential Equations I	4
PHYS 225	Physics III	3

Prior to entering the engineering program at the receiving institution, students must complete all SU General Education and other graduation requirements. In addition, students must complete at least 30 hours of course work at the receiving institution.

Pre-professional Track

Students interested in pursuing postgraduate professional school programs (medicine, dentistry, veterinary medicine, pharmacy, optometry and podiatric medicine) may earn a chemistry degree. With the advice of the health professions advisors of the Henson School of Science and Technology Health Professions Advising Program (HPAP), these students select their courses according to the admission demands of the professional schools in their areas of interest. See the "Pre-professional Programs" section of this catalog for more information.

Accelerated Professional Track - Pharmacy

In this accelerated track a student completes three years of study at SU and then, if accepted, the student may enter the University of Maryland School of Pharmacy during what would have been the fourth year of study at SU. While at SU, students complete the chemistry core courses identified here as well as the additional requirements that follow. Students must also complete all SU General Education requirements prior to entering pharmacy school. Please note, the completion of SU requirements does not guarantee admission into pharmacy school; additionally, it is the student's responsibility to make sure all pharmacy school prerequisites are met. After successful completion of the first year of study at pharmacy school, and if all other SU requirements have been met, students receive the baccalaureate degree in chemistry from SU. See the "Pre-Professional Programs" section of this catalog for more information

The SU requirements for this accelerated track (in addition to completion of the chemistry core and General Education requirements) are outlined here:

		Credits
CHEM 207	Laboratory Safety	1
or		
MDTC 101	Safety in the Biological, Chemical and Clinical Laboratory	1
CHEM 333	Instrumental Analysis	3
CHEM 341	Physical Chemistry I	4
or		
CHEM 342	Physical Chemistry II	4
CHEM 417	Biochemistry	4
MATH 155	Modern Statistics with Computer Analysis	3
or		
MATH 213	Statistical Thinking	3
BIOL 210	Biology: Concepts and Methods	4
BIOL 211	Microbiology	4
BIOL 215	Human Anatomy and Physiology I	4
BIOL 216	Human Anatomy and Physiology II	4
CMAT 100	Fundamentals of Communication	4
ECON 211	Micro-Economic Principles	3

Curriculum Guide: Bachelor of Science in Chemistry

Information regarding course requirements and year-by-year sequence are available upon request from the Chemistry Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

For a major checklist visit www.salisbury.edu/checklists.

COMPUTER SCIENCE

Department of Mathematics and Computer Science
www.salisbury.edu/mathcosc

Dean DeFino, Program Director
410-543-6145

The computer science major requires 20 courses (68-69 credits) arranged in four components:

I. Mathematics Core for computer science (20 credits) which completes a minor in mathematics;
II. Lower-Division Computer Science Core (16 credits);
III. Upper-Division Computer Science Core (23 credits); and
IV. Three upper-level electives (nine-10 credits, selected with the guidance of a faculty advisor).

All required mathematics and computer science courses and all upper-level electives must be completed with grades of C or better (or pass if they are offered only on a pass-fail basis). No course may be taken until all prerequisite courses have been completed with grades of C or better.

Transfer students majoring in computer science are required to complete at least 12 hours of upper-level computer science courses with grades of C or better at Salisbury University.

Students may not receive credit for computer science courses which are prerequisites for or equivalent to computer science courses for which they have already received native or transfer credit.

▸ I. Mathematics Core for Computer Science

		Credits
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 210	Introduction to Discrete Mathematics	4
MATH 213	Statistical Thinking	3
MATH 214	Statistics Laboratory	1
MATH 306	Linear Algebra	4

▸ II. Lower-Division Computer Science Core

		Credits
COSC 117	Programming Fundamentals	4
COSC 120	Computer Science I	4
COSC 220	Computer Science II	4
COSC 250	Microcomputer Organization	4

▸ III. Upper-Division Computer Science Core

		Credits
COSC 320	Advanced Data Structures and Algorithm Analysis	4
COSC 350	Systems Software	4
COSC 362	Theory of Computation	3
COSC 386	Database Implementation	3
COSC 425	Software Engineering I	3
COSC 426	Software Engineering II	3
COSC 450	Operating Systems	3

▸ IV. Three Upper-level Electives

Choose three courses from the following:

		Credits
COSC 330	OO Design Patterns and GUI/ Event-Driven Programming	3
COSC 370	Computer Networks	3
COSC 380	Internship*	3
COSC 390	Undergraduate Research Project*	3
COSC 422	Organization of Programming Languages	3
COSC 432	Compiler Construction	3
COSC 456	Computer Architecture	3
COSC 472	Network Security	3
COSC 482	Computer Graphics	3
COSC 490	Special Topics	3
COSC 495	Directed Consulting*	4
MATH 471	Numerical Methods**	3

or other COSC, INFO, MATH or PHYS courses approved by the chair, including those courses offered at other universities

* COSC 380, 390 (taken for at least three credits) and 495 may be used to satisfy at most one of the upper-level electives

** these courses have prerequisites which are not listed among the courses required in the major

Curriculum Guide: Bachelor of Science in Computer Science

Information regarding course requirements and year-by-year sequence are available upon request from the Mathematics and Computer Science Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

For a major checklist visit www.salisbury.edu/checklists.

EARTH SCIENCE

Department of Geography and Geosciences
www.salisbury.edu/geography

Dr. Brent Skeeter, Chair
410-543-6460

All courses applied to the major must be completed with grades of C or better. Except for GEOG 204, 219, 319, 414 and GEOL 206 the core courses may be taken in any order and a student may register for more than one in a given semester. The Department of Geography and Geosciences recommends that the lower-division core courses (GEOG 201, 204, 219 and GEOL 103) be completed prior to GEOG 414.

Transfer students must complete a minimum of 15 semester hours with grades of C or better in geology/geography at Salisbury University, at least 12 semester hours of which must be at the 300/400 level. Earth science majors seeking certification for teaching in secondary school must meet additional requirements in education. Students pursuing secondary teaching certification should contact the Education Specialties Department for advisement early in their program.

Bachelor of Science requirements for an earth science major include the following:

1. Complete the following core courses:

		Credits
GEOG 201	Weather and Climate	4
GEOG 204	Spatial Analysis	4
GEOG 219	Map Interpretation and Analysis	3
GEOG 311	Coastal Processes	3
GEOG 319	Geographic Information Science	4
GEOG 414	Research and Writing	3

		Credits
GEOL 103	Introduction to Physical Geology	4
GEOL 206	Historical Geology	4
GEOL 211	Sediment Analysis	1
BIOL 115/ MDTC 101	Safety in the Biological, Chemical and Clinical Laboratory	1
CHEM 121	General Chemistry I	4
MATH 155	Modern Statistics with Computer Analysis	3
COSC 117 or COSC 118	Programming Fundamentals or Introductory Scientific Programming	4

2. Complete at least two courses from the following

		Credits
GEOG 312 or GEOG 413	Severe and Hazardous Weather or Applied Climatology	3
GEOG 316	Biogeography	3
GEOG 401	Soil, Water and Environment	3
GEOG 411	Geomorphology	3
GEOL 405	Environmental Geology	3

Teacher Certification

Students seeking licensure to teach earth science in secondary schools must complete the following science and education requirements beyond the earth science core. Students may repeat each education course only once.

▸ Additional Science Requirements

		Credits
GEOG 141	Current Issues in Earth Science	3
PHYS 108	Introduction to Observational Astronomy	4
PHYS 121	General Physics I	4
BIOL 101	Biology: Concepts and Methods	4

▸ Pre-professional Requirements

1. Complete the following pre-professional requirements with grades of C or better.

		Credits
EDUC 210	School in a Diverse Society	3
ENGL 103	Composition and Research	4
SCED 300	Development, Learning and Assessment	3

2. Show satisfactory results on Praxis I, SAT or ACT examinations as defined by the Maryland State Department of Education. See education advisor regarding passing scores.

▸ Professional Program

In order to enroll in professional education program courses, students must meet the following requirements:

1. Complete an application for formal admission to the professional program. Obtain written approval of the application from both content and education advisors.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in the major, including transfer credits.
4. Complete all pre-professional requirements.
5. Complete four courses in the major field.

▸ Methods Requirements

1. To be eligible for internship, all students enrolled in a secondary or K-12 program must complete the appropriate methods courses for the content major and the following courses in education with grades of C or better:

		Credits
SCED 318 or SCED 319	Computers in Education or Technology in Education	3 or 1
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 434	Classroom Management	3
SCED 374	Science and Reading Methods in the Middle and High School Part I	4
SCED 474	Science and Reading Methods in the Middle and High School Part II	4

2. The Maryland State Board of Education mandates all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. Secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.

▸ Internship and Seminar

Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100-day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Interns are responsible for their own transportation to the PDS site.

Candidates must meet the following requirements for internship:

1. Complete the written application for internship.
2. Complete a minimum of 90 credits including methods and at least eight courses of the academic major (secondary and K-12 programs).
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses, including transfer credits, as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C. Students may repeat education courses only once.
6. Obtain verification of completion of these requirements from the director of field experiences.

All secondary education majors are required to pass the following:

		Credits
SCED 426	Internship in Middle or High School Education	6
SCED 428	Internship in Middle or High School Education	6
SCED 433*	Reflection and Inquiry in Teaching Practice (with a grade of C or better)	2

* Students are required to follow the University calendar with respect to attendance in SCED 433.

▸ Graduation Requirement

State of Maryland passing scores on appropriate Praxis II exams are required for completion of secondary education certification and graduation. See education advisor regarding appropriate tests and passing scores.

Curriculum Guide: Bachelor of Science in Earth Science

Information regarding course requirements and year-by-year sequence are available upon request from the Geography and Geosciences Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

For a major checklist visit www.salisbury.edu/checklists.

GEOGRAPHY

Department of Geography and Geosciences
www.salisbury.edu/geography

Dr. Brent Skeeter, Chair
410-543-6460

All courses applied to the geography major must be completed with grades of C or better. Except for GEOG 204, 219, 319 and 414, the core courses may be taken in any order and a student may register for more than one in a given semester. The Department of Geography and Geosciences recommends
that the lower-division core courses (GEOG 201, 204, 219 and GEOL 103) be completed prior to GEOG 414.

Transfer students must complete a minimum of 15 semester hours with grades of C or better in geography at Salisbury University, at least 12 semester hours of which must be at the 300/400 level. Geography majors seeking certification for teaching in either the elementary or secondary school must meet additional requirements in education. Students pursuing secondary teaching certification should contact the Education Specialties Department for advisement early in their program.

While geography majors must satisfy departmental requirements, they are also encouraged to develop a program suitable to their individual needs. The department has five designated tracks: general geography, atmospheric science, physical geography, geographic information science, and environmental and land use planning. Each track is designed to provide flexible, yet directed preparation toward specific employment opportunities as well as appropriate background for related graduate work. Students seeking guidance about the tracks, graduate study or career programs should see a departmental advisor.

Bachelor of Science requirements for a geography major include the following:

1. Complete the following core courses:

		Credits
GEOG 101 or GEOG 102	World Geography: Europe and Asia or World Geography: Africa and the Americas	3
GEOG 201	Weather and Climate	4
GEOG 203	Economic Geography	3
GEOG 204	Spatial Analysis	4
GEOG 219	Map Interpretation and Analysis	3
GEOG 319	Geographic Information Science	4
GEOG 414	Research and Writing	3
GEOL 103	Introduction to Physical Geology	4

2. Complete the following statistics course:

		Credits
MATH 155	Modern Statistics with Computer Analysis	3

3. Complete one of the following tracks.

General Geography Track

The General Geography Track is designed for students who wish to complete a traditional liberal arts major in geography. This track provides maximum flexibility in developing an individualized program, in consultation with a faculty advisor. The track requirements include a minimum of 15 hours, of which at least 12 hours must be at the 300/400 level and must include at least six hours in human and/or physical geography courses at the 300/400 level.

Atmospheric Science Track

The Atmospheric Science Track is focused on the study of atmospheric processes and is designed for students wishing to pursue a career in meteorology and/or climatology. The requirements are:

		Credits
GEOG 312	Severe and Hazardous Weather	3
GEOG 410	Meteorology	3
GEOG 412	Weather Analysis and Forecasting	3
GEOG 413	Applied Climatology	3

Complete at least two courses from the following:

		Credits
GEOG 311	Coastal Processes	3
GEOG 321	Remote Sensing of the Environment	3
GEOG 401	Soil, Water and Environment	3
GEOG 403	Environmental Hazards	3
GEOG 411	Geomorphology	3
GEOG 417	Water Resources	3

Physical Geography Track

The Physical Geography Track is focused on the study of all the major facets of physical geography including coursework in atmospheric science, geology, oceanography and biogeography. The requirements are:

		Credits
GEOG 311	Coastal Processes	3
GEOG 316	Biogeography	3
GEOG 411	Geomorphology	3

Complete at least one course from the following:

		Credits
GEOG 312	Severe and Hazardous Weather	3
GEOG 410	Meteorology	3
GEOG 413	Applied Climatology	3

Complete at least two courses from the following:

		Credits
GEOG 321	Remote Sensing of the Environment	3
GEOG 325	Conservation and Resource Management	3
GEOG 401	Soil, Water and Environment	3
GEOG 417	Water Resources	3
GEOL 405	Environmental Geology	3

Geographic Information Science Track

The Geographic Information Science Track is focused on developing an understanding of the theory and application of spatial data management techniques, including geographic information systems (GIS), remote sensing and cartography. The requirements are:

		Credits
COSC 117 or COSC 118 or COSC 120	Programming Fundamentals or Introductory Scientific Programming or Computer Science I	4
GEOG 419	Advanced Geographic Information Science	4

Complete at least two courses from the following:

		Credits
GEOG 320	Cartographic Visualization	3
GEOG 321	Remote Sensing of the Environment	3
GEOG 435	GIS Programming	3

Complete two courses in human and/or physical geography at the 300/400 level.

Complete at least one course from the following:

		Credits
ART 227	Computer Graphic Design	3
COSC 220	Computer Science II	4
COSC 482	Computer Graphics	3
INFO 211	Information Systems Concepts for Management	3
INFO 386	Database Management Systems	3

Environmental and Land Use Planning Track

The Environmental and Land Use Planning track focuses on the application of physical and human geography to understand the theory of land use issues and the practice of land use planning. The requirements are:

		Credits
GEOG 308	Principles of Planning	3
GEOG 408	Urban Theory	3

Complete at least three courses from the following:

		Credits
GEOG 328	Applied Planning	3
GEOG 402	Environmental Planning	3
GEOG 404	Rural Settlement and Land Use Planning	3
GEOG 406	Regional Economic Growth	3
GEOG 416	Smart Growth	3

Complete at least two courses from the following:

		Credits
GEOG 325	Conservation and Resource Management	3
GEOG 401	Soil, Water and Environment	3
GEOG 403	Environmental Hazards	3
GEOG 417	Water Resources	3
GEOL 405	Environmental Geology	3

Upper-Division Certificate in Geographic Information Science Fundamentals

The upper-division certificate requires at least 16 credit hours in geographic information sciences and related mapping science courses. The certificate program is designed to provide students and members of the professional community with the basic applied principles and skills in this area. Students and professionals from any major or professional orientation who need to use GIS are welcome. The requirements are:

		Credits
GEOG 219	Map Interpretation and Analysis	3
GEOG 319	Geographic Information Science	4

Complete at least three courses from the following:

		Credits
GEOG 320	Cartographic Visualization	3
GEOG 321	Remote Sensing of the Environment	3
GEOG 419	Advanced Geographic Information Science	4
GEOG 435	GIS Programming	3

Curriculum Guide: Bachelor of Science In Geography

Information regarding course requirements and year-by-year sequence are available upon request from the Geography and Geosciences Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

For a major checklist visit www.salisbury.edu/checklists.

MATHEMATICS

Department of Mathematics and Computer Science
www.salisbury.edu/mathcosc

Dr. Michael J. Bardzell, Chair
410-543-6140

All students must complete the following mathematics major core:

		Credits
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 210	Introduction to Discrete Mathematics	4
MATH 213*	Statistical Thinking	3
MATH 214*	Statistics Laboratory	1
MATH 306	Linear Algebra	4
MATH 310	Calculus III	4
COSC 117	Programming Fundamentals	4
or		
COSC 120	Computer Science I	4

*Students who take MATH 213 must take MATH 214 concurrently.

Students then complete their major in one of six ways: traditional option, applied option, actuarial science track, computer science concentration, statistics concentration or teacher certification. By proper choice of electives, it is possible to complete both the traditional option and the applied option without additional credit hours. (See the department for appropriate checklists and advisement.) All required mathematics and computer science courses must be completed with grades of C or better. Some concentrations or tracks may accept the nontraditional courses MATH/COSC 380, 390, 495, but in no case may more than one or the repetition of one count toward the requirements for the major in mathematics.

Traditional Option

In addition to completing the mathematics major core, students must complete these three courses:

		Credits
MATH 311	Differential Equations I	4
MATH 441	Abstract Algebra I	3
MATH 451	Analysis I	3

Students also must complete a two-semester sequence at the 400-level by taking one of the following:

		Credits
MATH 414	Mathematical Statistics II	3
MATH 442	Abstract Algebra II	3
MATH 452	Analysis II	3

In addition, students must take four more upper-level MATH electives, at least three at the 400 level.

Applied Option

In addition to completing the mathematics major core, students must complete these three courses:

		Credits
MATH 311	Differential Equations I	4
MATH 413	Mathematical Statistics I	3
MATH 451	Analysis I	3

Students must also complete a two-semester sequence at the 400-level by taking one of the following:

		Credits
MATH 414	Mathematical Statistics II	3
MATH 452	Analysis II	3

Students must study the application of mathematics by completing two of these courses:

		Credits
MATH 460	Operations Research	3
MATH 465	Mathematical Models and Applications	3
MATH 471	Numerical Methods	3
MATH 475	Dynamics and Chaos	3
MATH 493	Advanced Topics in Statistics	3

In addition, students must take two upper-level MATH electives, one of which is at the 400 level.

Actuarial Science Track

In addition to completing the mathematics major core, students must complete these 10 courses:

		Credits
ACCT 201	Introduction to Financial Accounting	3
ECON 211	Micro-Economics Principles	3
ECON 212	Macro-Economic Principles	3
FINA 312	Risk Management and Insurance	3
FINA 313	Financial Management	3
MATH 215	Introduction to Financial Mathematics	4
MATH 314	Intermediate Applied Statistics	3
MATH 413	Mathematical Statistics I	3
MATH 414	Mathematical Statistics II	3
MATH 415	Actuarial and Financial Models	4

Students must also take one additional 400-level mathematics course

Computer Science Concentration

In addition to completing the mathematics major core, students must meet the following requirements:

Complete the following courses:

		Credits
COSC 220	Computer Science II	4
COSC 250	Microcomputer Organization	4
COSC 320	Advanced Data Structures and Algorithm Analysis	4
COSC/ MATH 362	Theory of Computation	3

Complete either of the following pairs of courses:

		Credits
COSC 425	Software Engineering I	3
and		
COSC 426	Software Engineering II	3
or		
COSC 350	Systems Software	4
and		
COSC 450	Operating Systems	3

Complete two additional upper-level MATH or COSC elective courses.

Complete three additional upper-level MATH elective courses, two of which must be at the 400 level.

NOTE: COSC/MATH 380, 390 (taken for at least three credits) and 495 may be used to satisfy at most one of the upper-level COSC or MATH electives.

Statistics Concentration

In addition to completing the mathematics major core, students must meet the following requirements:

Complete the following courses:

		Credits
MATH 313	Survey Design and Sampling	3
MATH 314	Intermediate Applied Statistics	3
MATH 411	Design and Analysis of Experiments	3
MATH 413	Mathematical Statistics I	3
MATH 414	Mathematical Statistics II	3
MATH 493	Advanced Topics in Statistics	3
MATH 3XX	Math Elective	3
or		
MATH 4XX	Math Elective	3
MATH 4XX	Math Elective	3

MATH 380/390/495 may not be used to satisfy the above electives.

Satisfy one of the following field experiences:

		Credits
MATH 380	Internship	3
MATH 390	Undergraduate Research Project	3
MATH 495	Directed Consulting	4

Teacher Certification

Mathematics students will be certified to teach mathematics at the secondary level by completing the mathematics major core and by fulfilling the following requirements:

Complete five upper-level courses as follows:

		Credits
MATH 406	Geometric Structures	3
MATH 430	Mathematical Connections for Secondary School Teachers	4
MATH 441	Abstract Algebra I	3
MATH 451	Analysis I	3
MATH 460	Operations Research	3
or		
MATH 465	Mathematical Models and Applications	3

▸ Pre-professional Requirements

1. Complete the following pre-professional requirements with grades of C or better.

		Credits
EDUC 210	School in a Diverse Society	3
ENGL 103	Composition and Research	4
SCED 300	Development, Learning and Assessment	3

2. Show satisfactory results on Praxis I, SAT or ACT examinations as defined by the Maryland State Department of Education. See education advisor regarding passing scores.

▸ Professional Program

In order to enroll in professional education program courses, students must meet the following requirements:

1. Complete an application for formal admission to the professional program. Obtain written approval of the application from both content and education advisors.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in the major, including transfer credits.
4. Complete all pre-professional requirements.
5. Complete four courses in the major field.

Methods Requirements

1. To be eligible for internship, all students enrolled in a secondary or K-12 program must complete the appropriate methods courses for the content major and the following courses in education with grades of C or better:

		Credits
SCED 320	Technology in Mathematics Education	3
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 434	Classroom Management	3
SCED 373	Mathematics and Reading Methods in the Middle and High School Part I	4
SCED 473	Mathematics and Reading Methods in the Middle and High School Part II	4

2. The Maryland State Board of Education mandates all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. Secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.

Internship and Seminar

Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100-day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Interns are responsible for their own transportation to the PDS site.

Candidates must meet the following requirements for internship:

1. Complete the written application for internship.
2. Complete a minimum of 90 credits including methods and at least eight courses of the academic major (secondary and K-12 programs).
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses, including transfer credits, as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C. Students may repeat education courses only once.
6. Obtain verification of completion of these requirements from the director of field experiences.

All secondary education majors are required to pass the following:

		Credits
SCED 426	Internship in Middle or High School Education	6
SCED 428	Internship in Middle or High School Education	6
SCED 433*	Reflection and Inquiry in Teaching Practice (with a grade of C or better)	2

* Students are required to follow the University calendar with respect to attendance in SCED 433.

Graduation Requirement

State of Maryland passing scores on appropriate Praxis II exams are required for completion of secondary education certification and graduation. See education advisor regarding appropriate tests and passing scores.

General Information

Prerequisites

Three units of high school mathematics (including Algebra II and geometry) or college algebra is a prerequisite for all other math courses.

Students may not receive credit for math courses which are prerequisites for or equivalent to math courses for which they have already received native or transfer credit.

Transfer Students

Transfer students majoring in mathematics are required to complete at least 12 hours of upper-level courses in mathematics with grades of C or better at Salisbury University.

Departmental Honors

To qualify for departmental honors, a student must meet all of the following criteria:

Academics

1. The student must qualify for institutional honors (cum laude or better).
2. The student must complete at least 18 hours of upper-division courses in mathematics and/or computer science at Salisbury University.
3. The student must earn a cumulative GPA of at least 3.75 in all upper-level courses in mathematics and/or computer science taken at Salisbury University.

Research

1. The student must assemble an Honors Advisory Committee consisting of an advisor and two additional faculty members. This committee must be approved by the department chair. The advisor must be on the faculty of the Department of Mathematics and Computer Science.
2. The student must write an honors thesis. This thesis must consist of original research in a subject area approved by the thesis committee.
3. The student must give a presentation of his/her research to the Department of Mathematics and Computer Science.
4. The student must be approved for departmental honors by an absolute majority of the Department of Mathematics and Computer Science faculty. (An "absolute majority" requires that the number of "yes" votes minus the number of "no" votes is not less than half of the total number of faculty voting, counting abstentions.) The faculty will make this decision based on both the student's written thesis and the student's research presentation.

Contact the Mathematics and Computer Science Department for additional information.

Curriculum Guide: Bachelor of Science In Mathematics

Information regarding course requirements and year-by-year sequence are available upon request from the Mathematics and Computer Science Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

For a major checklist visit www.salisbury.edu/checklists.

MEDICAL LABORATORY SCIENCE

Department of Health Sciences
www.salisbury.edu/healthsci/medtech

Dr. Diane Davis, Program Director and Clinical Coordinator
410-548-4787

The program consists of a basic two-year curriculum of General Education experience and support courses in the biological and physical sciences (lower-division core) followed by two years of professional instruction and training (upper-division core). A total of 120 credit hours is required for graduation in medical laboratory science.

General Information

In their junior and senior years, students must register for and satisfactorily complete three semesters of didactic study, a senior winter term of clinical rotation and a semester of full-time clinical experience at approved clinical affiliates of the program which may include Peninsula Regional Medical Center, Memorial Hospital at Easton, Johns Hopkins Hospital, Mercy Medical Center, Upper Chesapeake Medical Center, Frederick Memorial, Nanticoke Memorial Hospital, Atlantic General Hospital and Dorchester General Hospital. Students are responsible for registration fees for fall and spring semesters and winter term, and for registration fees, housing, meals and transportation during the winter term and clinical experience semester. In addition, it is each student's responsibility to have all appropriate vaccinations including the hepatitis B vaccine and a physical examination performed by a personal physician during the senior year prior to clinical rotations.

Placement and progression in courses are determined by program policies. For detailed policies, consult the program handbook, available in the office of the program director.

Major requirements completed seven years prior to admission must be updated in a manner acceptable to NAACLS. Evaluations will be performed on an individual basis.

Advanced standing will be granted to those individuals who meet acceptable criteria of the University. Applicants who hold certification as medical laboratory technicians may be offered advanced status. Methods include CLEP, transfer of academic credit from accredited institutions and credit for prior life and work experiences.

1. Required courses must be completed with a grade of "C" or better:

		Credits
BIOL 211	Microbiology	4
BIOL 215	Anatomy and Physiology I	4
BIOL 216	Anatomy and Physiology II	4
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
ENGL 103	Composition and Research	4
MATH 155	Modern Statistics with Computer Analysis	3

2. Complete the following program courses with the grade of "C" or better:

		Credits
MDTC 101	Safety in the Biological, Chemical and Clinical Laboratory	1
MDTC 300	Principles of Medical Laboratory Science	4
MDTC 301	Hematology I	4
MDTC 311	Clinical Microbiology I	4
MDTC 331	Diagnostic Immunology	4
MDTC 341	Clinical Biochemistry I	5
MDTC 401	Hematology II	4
MDTC 402	Hematology III	3
MDTC 403	Urine and Body Fluid Analysis	1
MDTC 411	Clinical Microbiology II	4
MDTC 412	Clinical Microbiology III	3
MDTC 413	Clinical Immunology	1
MDTC 431	Introduction to Transfusion Services	3
MDTC 432	Clinical Practice in Transfusion Services	3
MDTC 441	Clinical Biochemistry II	4
MDTC 442	Automated Clinical Chemistry	2
MDTC 443	Special Clinical Chemistry	3
MDTC 461	Organization and Management of the Laboratory	2
MDTC 471	Clinical Seminar	1

Pre-health Professional Preparation

Students pursuing pre-health options such as pre-medicine need to take courses that meet requirements for specific schools. Selection of courses should be coordinated with the Health Professions Advising Program (HPAP) of the Henson School of Science and Technology. These advisors can assist students in meeting these specific requirements. Please see the Pre-professional Programs section of this catalog for more information.

Upper-Division Professional Program

Admission to the Medical Laboratory Science (MLS) Professional Program is a two-step process which includes both admission to Salisbury University and acceptance into the upper-division professional program. Admission to Salisbury University does not guarantee acceptance to the upper-division professional program as space is limited each year. Students should declare a major in MLS early in their academic careers to assure appropriate advisement. Decisions regarding acceptance occur during the spring semester prior to the start of fall classes, usually by mid-March in time for program planning. Due to course sequencing, students must begin the upper-division program in the fall semester only.

Admission to the Upper-Division Professional Program

Note: *Admission requirements will be changing for spring 2014 applicants. If you have questions or would like details, contact the program director.*

Application to the upper-division professional program should occur in spring of the sophomore year. Admission decisions are based on satisfactory completion of the lower-division core as well as on professional and technical aptitude for the field. Students should be aware that there are physical, mental and emotional demands in the field. A description of the essential functions required by the program is available on the department Web site (www.salisbury.edu/healthsci/MEDTECH). Space is limited; therefore, satisfactory completion of the lower-division requirements does not guarantee admission to the upper-division program.

Students wishing to be considered for admission to the professional program must do the following:

1. Complete ENGL 103 (catalog prior to Fall 2008: ENGL 101 and 102) with a grade of C or better.
2. Earn a minimum 2.0 cumulative grade point average when calculating all undergraduate coursework taken at all institutions. This includes transfer courses.
3. Successfully complete the following courses with grades of C or better: General Chemistry I and II (CHEM 121 and 122), Anatomy and Physiology I and II (BIOL 215 and 216), General Microbiology (BIOL 211) and Modern Statistics (MATH 155).

4. Complete an application form and submit it by March 1. Applications submitted after the due date will not be considered until after July 1 and then only as space is available.

▸ Admission Decisions

The MLS Professional Program Admission Committee reviews applications which meet the minimum admission eligibility requirements. Priority for admission into the upper-division professional program is given to students with the highest cumulative grade point average for all undergraduate course work taken at all institutions and for students completing an approved articulated program. Applicants accepted into the professional program are notified in writing and their admission is contingent upon completion of any outstanding requirements by the first day of the fall term.

▸ Other Science Majors

Students from other science majors such as biology or chemistry are encouraged to seek permission to take courses for elective credit if they have an interest in clinical laboratory medicine. Eligibility for ASCP categorical certification in one area such as clinical microbiology, clinical chemistry or hematology can be earned by taking an approved plan of courses.

Curriculum Guide: Bachelor of Science In Medical Laboratory Science

The following is a sample sequence of courses for freshman students majoring in medical laboratory science. Information regarding course requirements and sequence beyond the freshman year is available upon request from the Health Sciences Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
BIOL 215	Anatomy and Physiology I	4
CHEM 121	General Chemistry I	4
ENGL 103	Composition and Research	4
HIST 10X	Gen. Ed. IIA (HIST 101, 102 or 103)	4
		16
BIOL 216	Anatomy and Physiology II	4
CHEM 122	General Chemistry II	4
ENGL XXX	Gen. Ed. IB Literature course	4
PHEC 106	Personalized Health/Fitness	3
MDTC 101	Safety in the Biological, Chemical and Clinical Laboratory	1
		16

NOTE: Transfer students and medical laboratory technicians should seek individual advisement from the program to prevent duplication of coursework and/or experiences.

For a major checklist visit www.salisbury.edu/checklists.

NURSING

Department of Nursing
www.salisbury.edu/nursing

Dr. Lisa Seldomridge, Chair
410-543-6401

There are four types of students who may seek an undergraduate degree (B.S.) in nursing:
1. Traditional undergraduate students (first bachelor's degree)
2. RNs with an associate's degree in nursing and no previous bachelor's degree
3. RNs with an associate's degree in nursing and an unrelated bachelor's degree
4. Second bachelor's degree students

The nursing program includes a General Education component, support courses in the natural and behavioral sciences and a series of upper-division nursing courses for a total of 120 semester hours.

Traditional Undergraduate

1. Satisfy the following support courses:

		Credits
BIOL 211	Microbiology	4
BIOL 215	Human Anatomy and Physiology	4
BIOL 216	Human Anatomy and Physiology	4
BIOL 217	Nutrition	3
BIOL 334	Pathophysiology (C or better required)	4
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
MATH 155	Modern Statistics	3
PSYC 101	General Psychology	4
PSYC 300	Development Psychology	4
SOCI XXX	Elective	3

2. Complete the following nursing core (C or better required for all core courses:

		Credits
NURS 310	Care of Adults I	3
NURS 311	Adult I CLN	3
NURS 312	Introduction to Professional Nursing Practice	3
NURS 319	Health Assessment	3
NURS 329	Research Methods	3
NURS 350	Care of Adults II	3
NURS 351	Adult II CLN	3
NURS 360	Care of Children and Adolescents	3
NURS 361	Care of Children and Adolescents Clinical	2
NURS 370	Maternal-Newborn	3
NURS 371	Maternal-Newborn CLN	3
NURS 380	Psychiatric-Mental Health	3
NURS 381	Psychiatric-Mental Health CLN	3
NURS 430	Community Health	3
NURS 431	Community Health CLN	3
NURS 440	Senior Seminar	3
NURS 441	Internship	3
NURS XXX	Nursing Elective	3

▸ Nursing Program Admission

Students with an interest in nursing should declare nursing as their major upon application to the University. Enrollment in the nursing major is a two-step admission process—admission to the University with a separate admission/approval process to begin the upper-division nursing courses. Admission to the University does not guarantee acceptance to begin the upper-division nursing courses. Students are eligible to begin the upper-division required nursing courses upon successful completion of the admission requirements and approval by the Nursing Department Student Policies Committee. Decisions regarding acceptance to begin the upper-division nursing courses occur during the spring semester prior to the start of fall of classes, usually by March 1. Due to course sequencing students must begin the upper-division nursing courses in the fall semester only. The admission requirements and priorities are listed below.

Enrollment Requirements

1. Students in health care professions must meet certain requirements for regular physical examinations and provide evidence of immunity from communicable diseases in conformity with the recommendations for Health Care Workers provided by the Centers for Disease Control. These recommendations are subject to change. Details and updated requirements are available on the departmental Web site.
2. Due to changing clinical site and agency regulations, SU students who accept admission to the nursing program may be asked to undergo a criminal background check in order to participate in some clinical rotations. It is highly possible that in the near future all students will have to undergo criminal background checks for some or all clinical experiences. The Department of Nursing will provide information for students as it becomes available and it will be the students' responsibility to have the background checks completed.
3. Current certification in cardiopulmonary resuscitation (CPR) by the American Heart Association or the American Red Cross is required. The course must be one designed for a health care provider, such as the AHA's module C course and it must require a personal skills check-off.

Admission to Upper-Division Courses
In the First Bachelor's Degree Nursing Program:

All students, including those currently enrolled at SU as well as transfer students, are considered on a competitive and space-available basis. Decisions regarding acceptance to begin upper-division nursing courses are made according to the cumulative GPA from all institutions attended, score on assessment exam and with consideration of the overall academic record. To be considered for admission to the upper-division nursing courses, current and prospective students must fulfill the following requirements.

1. Must be admitted to Salisbury University.
2. All transcripts from all previous academic institutions attended must be sent to the Admissions Office.
3. Prior to the fall semester in which students plan to begin the upper-division coursework, they must successfully complete, or have a plan to complete, all nursing prerequisite coursework with no more than one grade lower than a C (BIOL 334 must be completed with a C). The nursing prerequisite courses include: BIOL 211, BIOL 215, BIOL 216, BIOL 217, BIOL 334, CHEM 121, CHEM 122 and PSYC 300.
4. Submit the Application - First Degree Nursing Program form to the Nursing Department by February 1, indicating interest in beginning the upper-division nursing courses in the fall semester. The Request to Enroll form is available from the Nursing Department Web site at www.salisbury.edu/nursing or can be obtained from the department secretary (Devilbiss Hall Room 235). Again, applications are considered on a competitive and space-available basis.
5. Register for, schedule and complete the Evolve Reach Admission Assessment Exam (A2) at a Prometrics testing center. Go to www.salisbury.edu/nursing for more information.

Curriculum Guide: Bachelor of Science in Nursing

The following is a sample sequence of courses for students majoring in nursing. Students should consult regularly with their advisors when developing their individual program plans and selecting courses. Note that the upper-division plan is for students who have been admitted to the nursing program.

FRESHMAN YEAR		Credits
BIOL 215	Anatomy and Physiology I	4
ENGL 103	Composition and Research	4
HIST 10X	Gen. Ed. IIA (HIST 101, 102 or 103)	4
PHEC 106	Individualized Health Fitness	3
		15
ENGL XXX	Gen. Ed. IB Literature course	4
BIOL 216	Anatomy and Physiology II	4
CHEM 121	General Chemistry I	4
PSYC 101	General Psychology	4
		16

SOPHOMORE YEAR		Credits
BIOL 211	Microbiology	4
CHEM 122	General Chemistry II	4
HIST XXX	Gen. Ed. IIB History course	4
PSYC 300	Developmental Psychology	4
		16
BIOL 334	Pathophysiology	4
BIOL 217	Nutrition	3
MATH 155	Modern Statistics	3
SOCI/ CADR XXX	Sociology / Conflict Analysis Elective	4
	Gen. Ed. Group IIIA or IIIC	3-4
		17-18

JUNIOR YEAR		Credits
NURS 310	Nursing Care of Adults I	3
NURS 311	Nursing Care of Adults I Clinical	3
NURS 312	Introduction to Professional Nursing Practice	3
NURS 319	Health Assessment	3
		12
NURS 329	Research Methods	3
NURS 350	Nursing Care of Adults II	3
NURS 351	Nursing Care of Adults II Clinical	3
NURS 370	Maternal-Newborn Nursing	3
and		
NURS 371	Maternal-Newborn Nursing Clinical	3
or		
NURS 360	Care of Children and Adolescents	3
and		
NURS 361	Care of Children and Adolescents Clinical	2
		14-15

SENIOR YEAR		Credits
NURS 370	Maternal-Newborn Nursing	3
and		
NURS 371	Maternal-Newborn Nursing Clinical	3
or		
NURS 360	Care of Children and Adolescents	3
and		
NURS 361	Care of Children and Adolescents Clinical	2
NURS 380	Psychiatric Mental Health	3
NURS 381	Psychiatric Mental Health Clinical	3
	Elective (if needed for 120 credits)	2-3
		13-15
NURS 430	Community Health Nursing	3
NURS 431	Community Health Nursing Practicum	3
NURS 440	Senior Seminar	3
NURS 441	Internship	3
NURS XXX	Nursing Elective	3
		15

For a major checklist visit www.salisbury.edu/checklists.

RNs (No Previous Bachelor's Degree)

The RN-B.S. program is for RN students pursuing a B.S. as a nursing major. A total of 120 credits must be completed to earn a B.S. Upon admission to the nursing major at Salisbury University, students may receive up to 61 academic transfer credits from their associate degree program. They will therefore need to complete additional credits (as outlined below) for the B.S. At least 30 of the credits must be upper-division courses taken at SU. The prerequisite for enrollment in all nursing courses is an active unencumbered Maryland or compact RN license. Upon satisfactory completion of all prerequisite and required coursework, registered nurses with active unencumbered Maryland or compact RN licenses will be awarded 30 additional credits after completion of all required coursework at Salisbury University.

▸ Additional Non-Nursing Requirements

Refer to RN-to-B.S. checklist for the additional non-nursing requirements. The checklist is available from the Nursing Department and on the departmental and University checklists Web site.

▸ Required Nursing Courses

RN students are required to complete the following by enrollment (18 credits):

		Credits
NURS 319	Health Assessment (Fall)	3
NURS 329	Research Methods (Spring)	3
NURS 430	Community Health Nursing (Fall and Spring)	3
NURS 431	Community Health Nursing Practicum (Fall and Spring)	3
NURS 440	Senior Seminar (Spring)	3
NURS 441	Internship (Spring)	3
or		
NURS 442	Nursing Leadership and Management (Fall)	2
NURS 443	Nursing Leadership Practicum (Fall)	2
NURS 490	Independent Study (Fall, Spring)	2

▸ Nursing Elective Courses

Complete six credits from the following suggested elective courses:

		Credits
NURS 325	Life and Death Issues	3
NURS 408	Alternative and Complementary Therapies	3
NURS 458	Critical Care: A Multi-Professional Approach	3
NURS 485	School Health	3
NURS 490	Independent Study	1-6

▸ Maryland Articulation Agreement

A Nursing Agreement was approved by the Maryland Higher Education Commission Advisory Committee and the deans and directors of baccalaureate and associate degree programs and became effective July 2003. This replaces the 1999 model. This agreement is binding upon public colleges and schools and is voluntary for private colleges and schools in Maryland.

RN to B.S. Articulation Model: No more than half of the baccalaureate degree, with a maximum of 70 non-nursing credits will be accepted from a community college. Nursing credits will not be transferred. However, registered nurses with an active unencumbered Maryland or compact RN license are awarded a minimum of 30 nursing credits after satisfactory completion of all course work at SU.

Transfer Credits: Under the Maryland Nursing Articulation Model, credits are awarded for transferable nursing and non-nursing courses at the college level. Vocational-technical and non-college general education courses do not transfer, subject to individual college policies. No more than half the credits for a degree can be transfer credits.
– Maryland Board of Nursing Communicator,17(2) Fall 2003.

RNs (Previous, Non-Nursing Bachelor's Degree)

An individualized program will be set up on a case by case basis.

Second Bachelor's Degree

The Department of Nursing of the Richard A. Henson School of Science and Technology offers a Second Degree Bachelor's Program for non-nursing college graduates leading to a Bachelor of Science in nursing. The curriculum, acknowledging the education, career and life experiences of the individual, requires fewer pre-requisites for the nursing courses than the basic baccalaureate nursing program of study. Students may complete the second bachelor's degree in three semesters of full-time study.

To be eligible for admission to the Second Degree Program, students must have completed a bachelor's degree from an accredited college or university. Students from all majors (including diploma or associate degree-prepared registered nurses with a baccalaureate degree in non-nursing majors) are eligible to apply for admission.

Applicants for admission to the Second Degree Bachelor's Program must first meet all University requirements and be admitted to the University by the Admissions Office. Once admitted to the University, applicants are reviewed by the Department of Nursing for admission to the Second Degree Program. Admission is competitive and is based on evaluation of the applicant's overall qualifications.

In order to be eligible for admission to the Second Degree Program, students must meet the following requirements:

a. Students must have completed a bachelor's degree from an accredited college or university and have a minimum cumulative grade point average for previous academic work of 3.0 on a 4.0 scale. Applicants with a cumulative GPA between 2.75 and 3.0 and an otherwise strong application may be considered for provisional admission. Students admitted provisionally are required to achieve a minimum cumulative GPA of 2.75 on their first 15 credits of coursework.

b. International students must demonstrate proficiency in the English language. Additional Salisbury University requirements for admission of international students must be met. All international applications will be reviewed by a University international student admissions counselor.

c. Applicants must demonstrate mastery in the following subjects: basic statistics, microbiology, anatomy and physiology I and II (all body systems), chemistry or physics and pathophysiology. Mastery may be established by earning academic credit for course work, by successfully challenging a department exam given for the course, or by successfully passing a standardized test in the specific area of study.

NOTE: Admission to the University does not guarantee acceptance into the Second Degree Nursing Program. Enrollment in the Second Degree Nursing program is a two-step process:

1. Admission to the University, and
2. Approval and Admission by the Nursing Department.

Application to the Second Degree Nursing Program requires that students submit an application packet (hard copy) for consideration to the Nursing Department. This is a competitive application process and is based on an evaluation of students' overall qualifications. Eligibility and application requirements to apply for admission consideration may be found at www.salisbury.edu/nursing/SecDeg.html. All second bachelor's degree students must meet the enrollment requirements listed previously in this section.

Curriculum Guide: Second-Degree Program

The following is the sequence of courses for students in the Second Degree Program. Information regarding course requirements is available upon request from the Nursing Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

SEMESTER 1		Credits
NURS 310	Care of Adults I	3
NURS 311	Care of Adults I Clinical	3
NURS 312	Introduction to Professional Nursing Practice	3
NURS 319	Health Assessment	3
		12
SEMESTER 2		
NURS 422	Nursing of Childbearing Families	3
NURS 423	Nursing of Childbearing Families Clinical	3
NURS 350	Care of Adults II	3
NURS 351	Care of Adults II Clinical	3
NURS 329	Research Methods	3
		15
SEMESTER 3		
NURS 380	Psychiatric Nursing	3
NURS 381	Psychiatric Clinical	3
NURS 430	Community Health	3
NURS 431	Community Health Clinical	3
NURS 442	Nursing Leadership/Management	2
NURS 443	Nursing Leadership/Management Practicum	2
		16

For a major checklist visit www.salisbury.edu/checklists.

PHYSICS

Department of Physics
www.salisbury.edu/physics

Dr. Andrew J. Pica, Chair
410-543-6485

All required physics courses must be completed with a minimum overall GPA of 2.0. All physics majors must complete the following core:

		Credits
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 310	Calculus III	4
MATH 311	Differential Equations I	4
PHYS 221	Physics I	4
PHYS 223	Physics II	4
PHYS 225	Physics III	3
PHYS 309	Mathematical Physics	3
PHYS 311	Electrical Circuits and Electronics	4
PHYS 313	Introduction to Modern Physics	3
PHYS 314	Mechanics	3
PHYS 315	Electricity and Magnetism	3

Students can complete the physics major in one of four ways: general physics track, microelectronics track, secondary education track or 3-2 dual degree pre-engineering program. See the department for appropriate checklists and advisement.

Transfer students majoring in mathematics are required to complete at least 12 hours of upper-level courses in physics with grades of C or better at Salisbury University.

General Physics Track

Students pursuing general physics must fulfill the following requirements beyond the physics core:

1. Complete the following courses:

		Credits
PHYS 316	Quantum Mechanics	3
PHYS 407	Senior Laboratory	3
PHYS 470	Senior Seminar	1
PHYS 490	Research in Physics	2

2. Satisfy three additional 300/400-level physics courses.

		Credits
PHYS 317	Astrophysics	3
PHYS 318	Semiconductor Physics	3
PHYS 319	Thermodynamics and Statistical Mechanics	3
PHYS 320	Waveoptics	3
PHYS 321	Analog Electronics	3
PHYS 322	Digital Electronics	4
PHYS 410	Advanced Math Physics	3
PHYS 413	Computer Architecture and Interfacing	3
PHYS 414	Advanced Mechanics	3
ENGR 482	Microwave Engineering	3

Microelectronics Track

Physics majors pursuing microelectronics must complete the following courses beyond the physics core:

		Credits
PHYS 316	Quantum Mechanics	3
PHYS 318	Semiconductor Physics	3
PHYS 321	Analog Electronics	3
PHYS 322	Digital Electronics	4
PHYS 413	Computer Architecture and Interfacing	3
PHYS 470	Senior Seminar	1
PHYS 475	Capstone Design Project	2

Teacher Certification

Students seeking licensure to teach physics in secondary schools must complete the following science and education requirements beyond the physics core. Students may repeat education courses only once.

		Credits
BIOL 101	Fundamentals of Biology	4
PHYS 108	Introduction to Astronomy	4
CHEM 207/		
MDTC 101	Laboratory Safety	1
GEOL 103	Introduction to Physical Geology	4
or		
GEOG 104	Earth and Space Science	4

▸ Pre-professional Requirements

1. Complete the following pre-professional requirements with grades of C or better.

		Credits
EDUC 210	School in a Diverse Society	3
ENGL 103	Composition and Research	4
SCED 300	Development, Learning and Assessment	3

2. Show satisfactory results on Praxis I, SAT or ACT examinations as defined by the Maryland State Department of Education. See education advisor regarding passing scores.

▸ Professional Program

In order to enroll in professional education program courses, students must meet the following requirements:

1. Complete an application for formal admission to the professional program. Obtain written approval of the application from both content and education advisors.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in the major, including transfer credits.
4. Complete all pre-professional requirements.
5. Complete four courses in the major field.

▸ Methods Requirements

1. To be eligible for internship, all students enrolled in a secondary or K-12 program must complete the appropriate methods courses for the content major and the following courses in education with grades of C or better:

		Credits
SCED 318	Computers in Education	3
or		
SCED 319	Technology in Education	1
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 434	Classroom Management	3
SCED 374	Science and Reading Methods in the Middle and High School Part I	4
SCED 474	Science and Reading Methods in the Middle and High School Part II	4

2. The Maryland State Board of Education mandates all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. Secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.

▸ Internship and Seminar

Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100-day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Interns are responsible for their own transportation to the PDS site.

Candidates must meet the following requirements for internship:

1. Complete the written application for internship.
2. Complete a minimum of 90 credits including methods and at least eight courses of the academic major (secondary and K-12 programs).
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses, including transfer credits, as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C. Students may repeat education courses only once.
6. Obtain verification of completion of these requirements from the director of field experiences.

All secondary education majors are required to pass the following:

		Credits
SCED 426	Internship in Middle or High School Education	6
SCED 428	Internship in Middle or High School Education	6
SCED 433*	Reflection and Inquiry in Teaching Practice (with a grade of C or better)	2

* Students are required to follow the University calendar with respect to attendance in SCED 433.

▸ Graduation Requirement

State of Maryland passing scores on appropriate Praxis II exams are required for completion of secondary education certification and graduation. See education advisor regarding appropriate tests and passing scores.

Dual-Degree Engineering Program

The 3-2 dual-degree pre-engineering program is a cooperative program with the University of Maryland, Old Dominion University and Widener University. Under the program, a student normally attends Salisbury University for three years and one of the cooperating engineering schools for two years. During the first three years at SU the student must complete all required General Education courses, the physics core and all prescribed courses as determined by the particular engineering program, maintain a 3.0 grade point average, and apply for admission to one of the collaborating engineering schools. Transfer students entering the dual-degree program are required to complete a minimum of 60 semester hours at SU. An additional 30 hours must be completed at the receiving institution with at least 15 hours in engineering or related courses to receive a physics degree from Salisbury University. To receive an engineering degree, an additional 30 hours (for a total 150) must be completed at the receiving institution. Upon successful completion of the five-year program, a student will be awarded a baccalaureate degree from Salisbury University as well as an appropriate engineering degree from the engineering school attended.

The courses at Salisbury University which are required for the dual-degree engineering program are described in this catalog with other programs offered by the Chemistry and Physics departments in the Richard A. Henson School of Science and Technology.

Students in approved dual-degree programs may use credits and grades from the participating institutions as well as Salisbury University in meeting the requirements for graduating with honors.

Curriculum Guide: Bachelor of Science in Physics

Information regarding course requirements and year-by-year sequence are available upon request from the Physics Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

For a major checklist visit www.salisbury.edu/checklists.

RESPIRATORY THERAPY

Department of Health Sciences
www.salisbury.edu/healthsci/respcare.html

Dr. Robert Joyner, Program Director
410-543-6410

A major in respiratory therapy may be declared at any time prior to the clinical experience. However, students with a sincere interest in the profession are encouraged to declare a major early in the college experience in order to take advantage of professional advising and program planning.

Students wishing to obtain the baccalaureate degree who hold associate degrees or who have previously been either certified respiratory therapists (CRT) or registered respiratory therapists (RRT) may apply for advanced standing in the major. Each applicant will be evaluated on an individual basis to determine class standing within the major, and the evaluation process may employ challenge examination, demonstration of proficiency and registry evaluation.

Admissions Policy

Students interested in respiratory therapy should declare respiratory therapy as their major upon application to the University. Enrollment in the respiratory therapy major is a two-step process: first admission to the University with a second admission process to begin the upper-division respiratory therapy courses. Admission to the University does not guarantee acceptance to begin upper-division respiratory therapy courses.

Decisions regarding acceptance to begin upper-division respiratory therapy courses is made during the spring semester, prior to preregistration for fall classes. Upon acceptance into the Respiratory Therapy Program, students are eligible to enroll in upper-division respiratory therapy courses.

▸ Admission Procedures

Due to course sequencing students must begin the upper-division respiratory therapy courses in the fall semester only. All students, including those currently enrolled at SU, as well as transfer students, are considered on a competitive and space-available basis. Decisions regarding acceptance to begin upper-division respiratory therapy courses are made according to cumulative GPA (no less than 2.3) from all institutions attended and with consideration of the overall academic record. Priority for admission into the professional program is given to students with the highest cumulative grade point average.

To be considered for admission to the upper-division respiratory therapy courses, current and prospective students must fulfill the following requirements:

1. Must be admitted to Salisbury University.
2. All transcripts from all previous academic institutions attended must be on file in the admissions office.
3. Ordinarily, students must have completed all Salisbury University General Education requirements.
4. Prior to the fall semester in which students plan to begin the upper-division coursework, they must successfully complete or have a plan to complete all respiratory therapy prerequisite coursework with no grade lower than a C. Respiratory therapy prerequisite courses include: BIOL 211, 215, 216, CHEM 121, 122, MATH 135, 155 and RESP 210.
5. Submit the Intent to Enroll form prior to February 10 of each year. This form is available on the Respiratory Therapy Program Web site (www.salisbury.edu/healthsci) or from the Health Sciences Department office.

Program Requirements

A total of 120 credit hours is required for the baccalaureate degree. The four-year curriculum includes General Education experiences and support courses in the biological and physical sciences as well as professional instruction and training in respiratory care.

1. Complete prerequisite science and math courses:

		Credits
BIOL 211	Microbiology	4
BIOL 215	Human Anatomy and Physiology	4
BIOL 216	Human Anatomy and Physiology	4
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
MATH 135	College Algebra	3
MATH 155	Modern Statistics	3

2. Complete the following program courses with the grade of "C" or better:

		Credits
RESP 210	Foundation Studies in Respiratory Therapy	3
RESP 301	Patient Care Procedures	4
RESP 302	Basic Respiratory Procedures/Clinical Practicum	5
RESP 303	Cardiopulmonary Physiology	3
RESP 304	Cardiopulmonary Disease	3
RESP 321	Advanced Respiratory Care	4
RESP 322	Pharmacology	3
RESP 323	Clinical Practicum II	5
RESP 400	Fundamentals of Respiratory Care Research	2
RESP 401	Neonatal and Pediatric Respiratory Care	4
RESP 402	Cardiopulmonary Diagnostics and Rehabilitation	4
RESP 403	Clinical Practicum III	5
RESP 404	Management Practices in Health Services	3
RESP 420	Respiratory Care Seminar	4
RESP 424	Critical Care Specialization	5
RESP 425	Diagnostics Specialization	4

In the final two years of the program, students must complete practical experiences at clinical affiliates such as Peninsula Regional Medical Center, Memorial Hospital at Easton or other clinical sites. Satisfactory completion of the program will qualify students to sit for the National Board of Respiratory Care entry-level and subsequent registry exams.

Curriculum Guide: Bachelor of Science In Respiratory Therapy

Information regarding course requirements and year-by-year sequence are available upon request from the Health Sciences Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

For a major checklist visit www.salisbury.edu/checklists.

Graduate Programs

MASTER OF SCIENCE IN APPLIED BIOLOGY

Department of Biological Sciences
www.salisbury.edu/biology/MS_Applied_Biology.html

Dr. Mark Holland, Program Director
410-543-6054

The M.S. in applied biology addresses the growing need for a technologically trained workforce with special skills in laboratory, biotech and environmental science.

The curriculum emphasizes skills development in a research setting and relates practical experiences to a strong background in theory. The department views the two-year thesis program as the principal choice for most students, especially for those who plan to continue their graduate study beyond the M.S. level. However, an accelerated 4+1 M.S. thesis program for advanced undergraduates and an optional non-thesis program are also available. The choice of program options is made in consultation with a graduate advisor in the department.

Admission

Admission to the M.S. in applied biology at SU requires an application for graduate program admission, the application fee, official transcripts from all colleges and universities attended, the Residency/Domicile Information form (for those students applying for in-state tuition) and the following program-specific credentials:

a. An undergraduate degree (in biology or related field) with a minimum cumulative GPA of 3.0 on a 4.0 point scale. In addition to coursework in biology, student transcripts should demonstrate the completion of prerequisite courses in chemistry (two courses in general chemistry and at least one semester of organic chemistry), at least one course in physics and a course in statistics.

b. Three letters of recommendation from individuals qualified to judge the applicant's potential for success in a graduate program.

c. A personal statement relating the applicant's goals and career objectives as well as research interests and potential graduate advisors in the department.

d. Scores on the general Graduate Record Exam (GRE) at or above the 50th percentile. Scores on the biology GRE are optional but if submitted will be considered in admission decisions.

e. All applicants (thesis and non-thesis) are encouraged to make contact with prospective graduate advisor(s) in the department prior to submission of an application for admission to the program. M.S. thesis students must make such contact and will not be admitted without the endorsement of a graduate advisor for their research.

f. International students are referred to additional guidelines described in the current Salisbury University catalog.

g. Students transferring to SU from other universities may receive a maximum of six transfer credits for courses in which they have earned a grade of B or better. Each course will be individually assessed for program equivalency. Determination of allowable credit for work completed elsewhere will be made at the time of admission by the director of the graduate program.

Application materials should be received by the biology graduate program director by March 1 for full consideration.

Program Requirements

The complete program consists of 33 credit hours of graduate work, which will generally be completed in a two-year period. Two different program options are offered. These are:

- M.S. thesis
- M.S. non-thesis.

Both versions of the program include a substantial component of laboratory and/or field work and certification of an Allied Professional Skill. Graduate students must maintain a 3.0 GPA with no grade lower than a C.

▸ Core Courses

Complete the following 12 hours (taken by all students in four consecutive semesters; one course offered each semester in a two-year rotation):

		Credits
BIOL 501	Modern Concepts in Biology	3
BIOL 502	Biology and Environment	3
BIOL 503	Contemporary Cell Biology	3
BIOL 504	Perspectives in Modern Genetics	3

▸ Thesis Option

Complete the core and 21 additional hours:

		Credits
BIOL 515	Research in Biology	12
BIOL 601	Thesis Preparation	3
BIOL XXX	Graduate Elective Courses*	6

▸ Non-Thesis Option

Complete the core and 21 additional hours:

		Credits
BIOL 515	Research in Biology	12
BIOL XXX	Graduate Elective Courses*	9

▸ M.S. in Applied Biology 4+1 Program

The accelerated M.S. program in applied biology is designed to provide exceptional Salisbury University undergraduates of high ability and achievement the opportunity to begin their graduate studies during their senior year. The purpose of the accelerated program is two-fold. It recognizes excellence in undergraduate research by allowing that work to form the basis of a graduate master's biology thesis, and it enables the excellent student to complete both the B.S. biology and M.S. applied biology programs in approximately five years.

Students currently enrolled as undergraduates at SU are eligible to apply for the accelerated program during their junior year provided that they:

a. have a 3.30 GPA at the end of the semester during which they apply,

b. have engaged in significant undergraduate research with a faculty advisor who can endorse their application for admission to the program,

c. meet all the requirements, including prerequisite course work, for post-graduate admission to the program by the end of the semester in which they are applying for admission to the accelerated program.

For students accepted into the accelerated program, up to nine credits of graduate course work may be taken during the senior year and applied to both the B.S. and M.S. programs. Six of these credits will include the graduate classes (BIOL 501-504) offered during the student's senior year. The remaining three may include research.

▸ Graduate Electives*

		Credits
BIOL 500	Wetland Ecology	3
BIOL 505	Ornithology	3
BIOL 507	The Biology of Fishes	3
BIOL 510	Estuarine Biology	3
BIOL 522	Vertebrate Physiology	3
BIOL 525	Toxicology	3
BIOL 530	Plant Physiology	3
BIOL 533	Environmental Microbiology	3
BIOL 535	Evolutionary Biology	3
BIOL 540	Contemporary Genetics	3
BIOL 545	Virology	3
BIOL 552	Advanced Human Physiology/Pathophysiology	3
BIOL 560	Biology of Cell Membranes	3
BIOL 565	Advanced Cell Biology	3
BIOL 590	Special Topics in Biology	3

▸ Allied Professional Skills Requirement

Students completing the M.S. in applied biology must demonstrate their applied expertise by developing proficiency in an Allied Professional Skill. Allied Professional Skills include computer programming, geospatial analysis, foreign language, technical writing, etc. The choice of Allied Professional Skill is left to the student in consultation with the advising committee. Skills should be relevant to the student's research or career goals, should be chosen early in the student's program of study and are subject to approval of the Graduate Advisory Committee.

Allied Professional Skills must be certified by the completion of a course or by written certification from a faculty member who is expert at the skill chosen. If a course of instruction is necessary for certification of an Allied Professional Skill, the credits earned in that course may not be counted toward the number required for graduation. Students who develop their applied proficiency through directed study may register for a two-credit course: BIOL 590 Topics: Allied Professional Skill.

MASTER OF SCIENCE IN APPLIED HEALTH PHYSIOLOGY

Department of Health Sciences
www.salisbury.edu/ahph

Dr. Sid Schneider, Program Director
410-543-6409

The Master of Science (M.S.) in applied health physiology is a professional degree program designed to prepare leaders in the fields of health care/wellness and fitness. The program offers three possible areas of focus: cardiovascular/pulmonary rehabilitation, strength and conditioning, and fitness/wellness. The program provides academic preparation for students seeking certification by the American College of Sports Medicine as exercise specialists or by the National Strength and Conditioning Association as certified strength and conditioning specialists (CSCS). The academic coursework prepares students for careers in health care settings such as hospitals, youth and geriatric centers, state and local health departments, corporate wellness programs, personal trainers, and strength and conditioning coaches for sports teams. The academic and clinical faculty members provide multiple opportunities for hands-on experience in addition to traditional classroom interactions. Visit the applied health physiology Web site at www.salisbury.edu/ahph.

▸ Admission

A. Admission to the Master of Science (M.S.) in applied health physiology at SU requires:
   1. Completion of a baccalaureate degree with a minimum GPA of 3.0 on a 4.0 scale. Applicants with a cumulative GPA between 2.75 and 2.99 may be considered.
   2. Completion of an application for graduate studies.
   3. Payment of the application fee.
   4. Submission of official transcript(s) from all colleges/universities attended.
   5. Two academic letters of recommendation.
   6. One-page personal letter stating career goals(s).
   7. For international students, the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) is required. Contact program for further information.

B. Prerequisite undergraduate coursework for all candidates includes:
   1. Human Anatomy and Physiology (eight credit hours, e.g. BIOL 215 & 216)
   2. Exercise Physiology (four credit hours, e.g. EXSC 332)

C. Additional prerequisite undergraduate coursework depending on area of focus:
   1. For Cardiovascular/Pulmonary Rehabilitation: Stress Testing and Exercise Prescription (four credit hours, e.g. EXSC 481). In addition, Kinesiology or Biomechanics (four credit hours, e.g., EXSC 333) will also be required to meet American College of Sports Medicine (ACSM) criteria for Board Certification.
   2. For Strength and Conditioning: Kinesiology or Biomechanics (four credit hours, e.g. EXSC 333).
   3. For Fitness/Wellness: Stress Testing and Exercise Prescription (four credit hours, e.g. EXSC 481). In addition, Kinesiology or Biomechanics (four credit hours, e.g., EXSC 333) will also be required to meet ACSM criteria for Board Certification.

Please Note:
- Equivalent transfer (from another institution) coursework will be evaluated for satisfying prerequisites prior to admission. Students lacking prerequisite coursework may be granted provisional admission by agreeing to complete prerequisite coursework within the first year of the program.
- A Residency/Domicile Information Form needs to be completed for in-state tuition status.

▸ Registration for Courses

Students in the AHPH program register for all courses using the Salisbury University schedule of course offerings.

Program of Study

The Master of Science (M.S.) in applied health physiology requires the completion of 36 credit hours, of which a minimum of 27 credit hours are earned at Salisbury University. The program must be completed with a cumulative grade point average no lower than 3.0, with no more than six credit hours below a grade of B and no grade lower than a C. A maximum of two course repetitions for the purpose of grade improvement is allowed. Students whose cumulative grade point average falls below 3.0 will be placed on academic probation according to University policy.

Program requirements are as follows:

Core Courses (12 credit hours)

		Credits
AHPH 532	Exercise Metabolism	3
AHPH 534	Human Psychophysiology	3
AHPH 542	Exercise Programming, Nutrition and Weight Management	3
AHPH 553	Clinical Physiology	3

Research Methods Courses (nine credit hours)

		Credits
AHPH 502	Introduction to Research	3
or		
EDUC 502	Introduction to Research	3
or		
NURS 544	Quantitative Research in Health Care	3
Students must complete both of these courses:		
AHPH 691	Research in Physiology	3
MATH 502	Applied Statistics	3

Electives (15 credit hours)

Students must complete 15 credit hours chosen from the following:

		Credits
AHPH 512	Strength Training Techniques and Program Design	3
AHPH 513	Exercise and Strength Training for Rehabilitation	3
AHPH 514	Muscle Physiology, Adaptations to Training and Supplements	3
AHPH 515	Applied Strength Conditioning	3
AHPH 537	Emergency Procedures for Cardiovascular Life Support	3
AHPH 544	Pharmacological Aspects of Clinical Physiology	3
AHPH 545	Cardiopulmonary Aspects of Physiology	3
AHPH 546	Human Development and Aging in Populations with Chronic Disease	3
AHPH 562	Trends and Issues in Physiology	3
AHPH 590	Selected Topics in Applied Health Physiology	3
AHPH 692	Applied Health Physiology Internship	3

MASTER OF SCIENCE IN GEOGRAPHIC INFORMATION SYSTEMS MANAGEMENT

Department of Geography and Geosciences
www.salisbury.edu/geography/msgism/index.html

Dr. Michael S. Scott, Program Director
410-543-6456

The Master of Science in geographic information systems (GIS) management is designed to provide a theoretical and applied experience in administering and managing a GIS in a government, business or non-profit organization. To this end, the program also focuses on enhancing the GIS proficiency of professionals working in these areas to support their management objectives. With such experience, these professionals will be well equipped to fully integrate and advance the use of this new technology in their work environments.

This master's program is targeted at working professionals who could not or did not acquire an in-depth GIS background as part of their primary training and yet are expected to interact with GIS professionals and technicians as part of their job. The program is designed to meet students' needs while they continue to hold their professional position. Thus, the great majority of the program is offered online. Only a short residency is required for a four-week summer session in June.

Admission

Admission to the Master of Science in geographic information systems management (GISM) requires that the Application for Graduate Program Admission, application fee, transcripts from all colleges attended and Residency/Domicile Information form (if applying for in-state tuition as a Maryland resident) be submitted to the Office of Admissions. When the application and required transcripts arrive in the Office of Admissions, the application files are sent to the M.S. GISM program coordinator for admission consideration. Applicants must also submit an application directly to the M.S. GISM program with the following requirements:

1. An official transcript as evidence of completion of an earned baccalaureate degree from an accredited institution
2. Successful completion of undergraduate coursework in mathematics (college-level algebra or above) and elementary statistics
3. A professional resume showing:
   a. At least two years of management or technical experience working in a professional capacity in business, government or non-government organizations
   b. Knowledge of and recent (within the last three years) professional experience using GIS software, demonstrated by
      i. At least one year or more of professional GIS experience or
      ii. At least two semesters of geographic information science courses or
      iii. Some combination of professional GIS experience and formal coursework
4. Three academic and/or professional recommendations addressing the applicant's qualifications to do graduate work
5. A personal statement of about 500 words that describes the applicant's goals related to the pursuit of this graduate program of study and to his/her overall career.
6. Fulfillment of the University requirements for international students as outlined in this catalog.

Provisional Admission

Students without significant professional experience may be admitted provisionally if they have had an internship involving public administration experience, and/or have completed some combination of upper-division or graduate-level courses in human geography, land-use planning, GIS, public administration, business administration or government. Students seeking provisional admission are expected to submit acceptable results from the Graduate Record Examination (GRE). If the applicant does not meet the GIS experience requirement, they may be admitted provisionally and be required to make up the deficiency by completing leveling courses.

Provisionally admitted students who complete GEOG 519 and POSC 540 with no grade below a B are converted to full admission status.

Program of Study

The Master of Science in GIS management requires the completion of at least 34 credit hours, of which at least 21 credit hours are earned at Salisbury University. The program must be completed with a cumulative average of a B (3.0) or higher, with no more than six credit hours below a grade of B and no grade lower than a C. The curriculum has a common set of core courses (25 credit hours) and allows for elective courses in professional areas of specialization (at least nine credit hours).

The master's degree program can be completed in 13 months with full-time study. Part-time study leading to the degree is also available. All courses except for GEOG 519 and POSC 540 are offered online only. The program is designed to have students in residence in Salisbury for an initial four-week summer session and the rest is to be completed remotely.

Courses in technology management (TMAN) are offered online to SU students by the University Maryland University College (UMUC). TMAN courses are taken via inter-institutional registration (see the "Inter-Institutional Registration" section of the Graduate Student Information chapter of this catalog for more information) and are treated as credits earned at SU. Upon entering the M.S. GISM program, students work closely with the program director to identify which electives meet their educational goals and are guided through the inter-institutional registration process.

Program requirements are as follows:

1. Complete the following 25 credit hours:

		Credits
GEOG 519	Advanced Geographic Information Science	4
POSC 540	Public Administration	3
INFO 686	Database Processing and Management	3
GEOG 619	Managing GISystems	3
GEOG 630	GISystems and Public Administration	3
GEOG 640	GISystems Co-operative Experience	6
GEOG 650	Capstone GISystems Seminar	3

2. Complete nine credit hours in elective courses chosen from the following:

		Credits
INFO 615	Project Management in the Public Sector	3
POSC 580	Studies in Political Science	3
TMAN 611	Principles of Technology Management	3
TMAN 614	Strategic Management of Technology and Innovation	3
TMAN 625	Economics and Financial Analysis for Technology Managers	3
TMAN 632	Organizational Performance Management	3
TMAN 633	Managing People in Technology Organizations	3

MASTER OF SCIENCE IN MATHEMATICS EDUCATION

Department of Mathematics and Computer Science and Department of Education Specialties
www.salisbury.edu/mathcosc/GradPrograms

Dr. Jennifer Bergner, Program Director
410-677-5429
Dr. Randall E. Groth, Education Specialties Liaison
410-677-5061

The Master of Science in Mathematics Education (M.S.M.E.) is a professional degree offered cooperatively by the Department of Education Specialties and the Department of Mathematics and Computer Science. The program is designed for candidates seeking advanced preparation in the teaching of mathematics in the middle and secondary schools. The curriculum includes fundamental, theoretical and practical experiences within mathematics and education. The M.S.M.E. program promotes continuing professional development and lifelong learning for teachers and mathematics education leaders. This is consistent with the recognition that capable and confident mathematics educators are necessary for all levels of mathematics instruction.

General objectives are as follows:

1. Provide candidates with an opportunity for personal and professional growth through graduate study in mathematics and in education.
2. Provide mathematics classroom teachers and mathematics educational specialists with an opportunity to develop and improve competencies in mathematics and mathematics education.
3. Provide mathematics educators with an opportunity for additional preparation needed for professional development and career advancement.

Admission

Candidates who indicate on their application for graduate program admission form that they wish to pursue the Master of Science in Mathematics Education (M.S.M.E.) will be assigned an advisor in the Mathematics and Computer Science Department and an advisor in the Education Specialties Department and will receive M.S.M.E. application materials. Admission to the M.S.M.E. at SU requires an application for graduate program admission, the application fee, official transcripts from all colleges and universities attended. The Residency/Domicile Information form (if applying for in-state tuition as a Maryland resident) must be submitted to the Office of Admissions. The following additional application documents and requirements specified by the two collaborating departments must be sent to the Department of Mathematics and Computer Science:

1. Submit a written description of the reasons for pursuing graduate study in mathematics education and a statement of career goals within the discipline.
2. Submit two letters of recommendation supporting the ability to succeed in graduate study.
3. Complete and submit a plan of study signed and approved by the advisor.

4. Possess an undergraduate cumulative GPA of 2.75 or a previously completed master's degree from a regionally accredited institution of higher learning.

Following the review of these materials, the program director formally notifies candidates of admission or denial into the program.

Questions regarding the applicability of courses taken as a non-degree graduate student will be resolved by the two collaborating departments' graduate program directors.

▸ Provisional Admission

Candidates who have submitted all application materials but have not obtained a 2.75 cumulative grade point average upon the completion of baccalaureate degree may be admitted on a provisional basis. Provisionally admitted candidates must complete nine credit hours of graduate study at SU with no grade below B.

Upon successful completion of nine credit hours candidates may apply for full admission to the M.S.M.E. program. Following the review of application materials, the program director formally notifies candidates of admission or denial into the program.

Candidates who do not meet the provisional admission of achieving nine credit hours with grades of B or above are not eligible to apply for admission into the M.S.M.E. program.

To assist candidates who are provisionally admitted, an advisor will be assigned. Candidates are expected to meet with their advisors to clarify program requirements and to assure that courses for which they register will be appropriate for their programs of study.

▸ Program of Study

Prior to admission to the M.S.M.E. program and registration for courses, it is the candidate's responsibility to become familiar with the program requirements and to confer with assigned faculty advisors to develop programs of study. The program of study identifies core courses, courses in the specific tracks the candidate will follow, recommended electives and the intended capstone experience. Advisors must approve candidates' programs of study. Program changes must also be approved by advisors.

▸ Course Requirements

Candidates seeking the M.S.M.E. at Salisbury University must complete an approved program of study including at least 33 semester hours of graduate credit (a minimum of 24 hours completed at SU) with a cumulative GPA of 3.0 or higher, with no grade lower than a C, and no more than six credit hours of C or C+.

The M.S.M.E. program consists of 12 semester hours of education courses, 12 hours of mathematics courses in either the Middle School Track or High School Track, six hours of electives and three hours in a capstone experience.

▸ Education Courses (12 semester hours)

The curriculum is planned to emphasize mathematical teaching and learning within a context of research, scholarship and practice. Required courses are:

		Credits
EDUC 502	Introduction to Research	3
EDUC 504	Diversity in a Democracy	3
EDUC 545	Learning and Instruction	3
EDUC 506	Seminar in Teaching Mathematics	3

▸ Tracks

In addition to completing the courses in education, M.S.M.E. students select either the Middle School Track or the High School Track. The candidate must complete the required mathematics courses for the track chosen. The required courses in both tracks are linked to the core learning goals in algebra, geometry and data analysis.

Middle School Track

(12 semester hours required)
Complete the following:

		Credits
MATH 545	Conceptual Algebra for Teachers	3
or		
MATH 555	The Cartesian Triad (departmental approval required)	3
and		
MATH 566	Geometry: From Euclid to Modern Day	3
MATH 503	Data Analysis	3
and		
MATH 501	Number Theory from a Multicultural and Historical Perspective	3
or		
MATH 565	Mathematical Modeling for Middle School Teachers	3

High School Track

(12 semester hours required)
Complete all of the following:

		Credits
MATH 507	Seminar: Algebra	3
MATH 508	Seminar: Geometry	3
MATH 500	Foundations of Number Theory	3
MATH 502	Applied Statistics	3

▸ Electives (6 semester hours)

The two elective courses may be taken from the graduate offerings in education, mathematics or science. See graduate advisors for recommended electives for each track. Recommended electives are listed on the checklist for the program.

▸ Capstone Courses (3 semester hours)

All candidates for the M.S.M.E. will complete a capstone experience.

		Credits
EDUC 595	Research Seminar: Mathematics Education	3

MASTER OF SCIENCE IN NURSING

Department of Nursing
www.salisbury.edu/nursing/SalisburyNursing.html

Dr. Mary T. Parsons, Program Director
410-543-6420

Graduate education in nursing builds upon generalized preparation at the undergraduate level and previous experience in nursing. Graduate nursing education provides advanced preparation and knowledge in specialized areas of nursing. Salisbury University offers a master's program with tracks preparing students for roles as health care leaders, clinical nurse educators and family nurse practitioners.

Students seeking the Master of Science in nursing must complete an approved program of study, including 36-45 semester hours of graduate credit.

All graduate nursing students must complete a core of courses that prepares them for evidence-based advanced nursing practice. Core courses include Epidemiology (NURS 515), Qualitative Research (NURS 542), Quantitative Research (NURS 544), Advanced Statistics (MATH 502) and completion of a capstone/thesis/internship requirement. Each track then has additional required courses specific to the track.

Master of Science Program

▸ Admission

Admission to the Graduate Nursing Program is a two-step process:

1. Admission to the University, and
2. Admission to the Nursing Department.

Applicants are required to submit an Application for Graduate Program Admission, application fee, transcripts from all colleges attended and Residency/Domicile Information form (if applying for in-state tuition as a Maryland resident) be submitted to the Office of Admissions. When the application and required transcripts arrive in the Office of Admissions, the application file will be sent to the graduate nursing program director for admission consideration. Students must also submit an application to a graduate nursing track with the following additional application documents and requirements:

A. An official transcript as evidence of completion of a National League for Nursing or a Commission on Collegiate Nursing Education accredited baccalaureate degree (or associate's degree for RN to M.S. students) program in nursing.
B. A minimum cumulative grade point average of 3.0 on a 4.0 scale on all previous college/university courses. Applicants with an otherwise strong application, but a cumulative GPA of less than 3.0 may be considered.
C. A one-to-two narrative essay describing academic and professional goals.
D. A current curriculum vitae/resume.
E. Two academic or professional recommendations addressing potential graduate study in nursing.
F. Fulfillment of the University requirements for international students as outlined in this catalog.
G. Completion of personal interview with director of Graduate and Second Degree Programs or other member of the Graduate Program Committee.

▸ Nursing Enrollment/Program Requirements

After acceptance into the nursing program and prior to beginning the program, students must provide documentation of the following:

1. Students in health care professions must meet certain requirements for regular physical examinations and provide evidence of immunity from communicable diseases in conformity with the recommendations for Health Care Workers provided by the Centers for Disease Control. These recommendations are subject to change. Details and updated requirements are available on the departmental Web site.
2. Due to changing clinical site and agency regulations, SU students who accept admission to the nursing program may be asked to undergo a criminal background check in order to participate in some clinical rotations. It is highly possible that in the near future all students will have to undergo criminal background checks for some or all clinical experiences. The Department of Nursing will provide information for students as it becomes available and it will be the students' responsibility to have the background checks completed.
3. Current certification in cardiopulmonary resuscitation (CPR) by the American Heart Association or the American Red Cross. The course must be one designed for a health care provider, such as the AHA's module C course and it must require a personal skills check-off.
4. Evidence of current RN licensure in the state of Maryland or a compact state.

▸ Progression Requirements

Master's students in the Department of Nursing must achieve a grade of B or better in nursing courses that are considered to be practicum courses. These courses include: NURS 511, NURS 516, NURS 558, NURS 559, NURS 562, NURS 572 and NURS 574. In graduate courses that are not practicum courses, the student may receive no more than one grade below a B. Students who receive a grade lower than a B in any course may repeat one course one time in order to achieve a better grade. Students whose cumulative grade point average falls below a 3.0 in any semester will be placed on academic probation according to University policy.

Students must also:

1. Maintain a valid license as a registered nurse in the state of Maryland or a compact state. If a clinical site is in a non-compact state, additional R.N. licensure for that state is necessary.
2. Maintain current clinical and health requirements.

▸ Program of Study

A minimum of 36-45 semester hours is required in the prescribed sequence according to the track selected for the master's degree. Depending on the track selected, a minimum 21 of these semester hours must be completed at SU. Preparation for advanced practice roles is offered in the following tracks: health care leadership (HCLD), family nurse practitioner (FNP) and clinical nurse educator (CLED). Successful completion of the requirements of one of these tracks makes the student eligible to apply for national certification examinations.

The time required for completion of the master's-level program depends on the individual students' course load, the selected academic track and the course-offering rotation schedule. Generally, the master's degree can be completed in two to three academic years. Part-time or full-time options are available for most semesters. The master's curriculum is comprised of core courses, taken by students in all tracks, and specialty courses, depending on the selected track.

Requirements are as follows:

1. All M.S. nursing students must complete the following courses:

		Credits
NURS 515	Epidemiology	3
NURS 542	Qualitative Research in Health Care	3
NURS 544	Quantitative Research in Health Care	3
MATH 502	Applied Statistics	3
NURS 590	Thesis	3
or		
NURS 592	Internship	3
or		
NURS 593	Capstone I: Proposal	1
and		
NURS 594	Capstone II: Implementation	1
and		
NURS 595	Capstone III: Dissemination	1

2. Complete the required courses in one of three specific graduate nursing tracks.

RN to Master's (No Previous Bachelor's Degree)

The RN to master's program is for RN students wishing to pursue a master's degree in nursing in the family nurse practitioner, clinical nurse educator or health care leadership track. The prerequisite for enrollment in this program is an active unencumbered Maryland or compact RN license. Upon admission to the nursing major at Salisbury University, students may receive up to 60 academic transfer credits from their associate degree program. After completing all non-nursing requirements for RN to M.S. students and 12 of the 18 nursing credits required, students having a GPA of 2.75 or greater may apply to the graduate nursing program. If accepted, and after completion of the remaining six required nursing credits, students will take the 12 credits of graduate core courses (rather than 12 credits of SU nursing and non-nursing electives) and then continue with the courses in the specialty track they have selected. Upon completion of their graduate program, students are awarded 30 additional credits based on their active unencumbered Maryland or compact license and will receive a Master of Science in nursing. The RN to master's program provides the RN wishing to have a graduate nursing degree with a 12-credit efficiency over the more traditional route where the B.S. and M.S. in nursing are pursued separately.

Non-Nursing Requirements

Refer to the RN-to-M.S. checklist for the additional non-nursing requirements. The checklist is available from the Nursing Department and on its Web site.

Required Nursing Courses

RN to master's students are required to complete the following courses(18 credits):

		Credits
NURS 319	Health Assessment (fall)	3
NURS 329	Research Methods (spring)	3
NURS 430	Community Health Nursing (fall and spring)	3
NURS 431	Community Health Nursing Practicum (fall and spring)	3
NURS 440	Senior Seminar (spring)	3
and		
NURS 441	Internship (spring)	3
or		
NURS 442	Nursing Leadership and Management (fall)	2
and		
NURS 443	Nursing Leadership Practicum (fall)	2
and		
NURS 490	Independent Study (fall and spring)	2

Graduate Nursing Core Courses

RN to master's students who have been accepted into the graduate program complete the following core graduate courses:

		Credits
NURS 515	Epidemiology (fall)	3
NURS 542	Qualitative Research in Health Care (fall)	3
NURS 544	Quantitative Research in Health Care (fall)	3
MATH 502	Applied Statistics (fall)	3
NURS 590	Thesis	3
NURS 592	Internship	3
or		
NURS 593	Capstone I: Proposal	1
and		
NURS 594	Capstone II: Implementation	1
and		
NURS 595	Capstone III: Dissemination	1

Graduate Nursing Track

Complete required courses in one of the three specific graduate nursing tracks.

Graduate Nursing Tracks

Health Care Leadership*

* This track is offered as a cohort program with a minimum of 10 students, starting in the fall semester only.

		Credits
NURS 525	Health Care Systems	3
NURS 526	Health Care Informatics	3
NURS 561	Health Care Management Seminar	3
NURS 562	Health Care Management Practicum	3
NURS 571	Health Care Leadership Seminar	3
NURS 572	Health Care Leadership Practicum	3
XXXX XXX	Graduate-level Elective	3

Family Nurse Practitioner *

This track is offered as a cohort program with a minimum of 10 students, starting in the fall semester only.

		Credits
NURS 510	Advanced Health Assessment: Didactic	3
NURS 511	Advanced Health Assessment for Advanced Practice Nurses: Clinical Practicum	2
NURS 514	Issues in Advanced Practice Nursing	3
NURS 516	Family Nursing	4
NURS 522	Pharmacotherapeutics	3
NURS 558	Adult Health Care Management	6
NURS 559	Women and Children's Health Care Management	6
NURS/BIOL 552	Advanced Human Physiology/ Pathophysiology	3

* A minimum of 600 precepted clinical hours is required for the FNP student.

Clinical Nurse Educator

		Credits
EDUC 560	College Teaching	3
NURS 510	Advanced Health Assessment: Didactic	3
NURS 522	Pharmacotherapeutics	3
NURS/BIOL 552	Advanced Human Physiology/ Pathophysiology	3
NURS 573	Technology in Health Care Education	3
NURS 574	Clinical Nurse Educator Practicum	5

DOCTOR OF NURSING PRACTICE

Department of Nursing

Dr. Mary T. Parsons, Program Director
410-543-6420

The Doctor of Nursing Practice (D.N.P.) Program addresses the growing need for doctorally prepared nurses in advanced practice roles. Graduates of this program will have specialized skills for managing the increasingly complex health care needs of the region in a cost-effective and collaborative manner. The curriculum emphasizes the use of research and technology to enhance health care and improve outcomes. Students will learn to analyze healthcare systems and integrate evidence-based practice throughout all layers of care. D.N.P. graduates will be employed at the highest level of nursing practice, working with individuals, groups or organizations, and will serve as leaders in health care for the region.

Post-Master's Option

The D.N.P. Program is offered in a cohort sequence as a 38-credit post-masters option for students in advanced practice roles, including nurse practitioners, clinical nurse specialists, nurse midwives, nurse anesthetists, nurse administrators and nurse educators. Since the program is designed for working professionals, candidates may complete the degree in three years, taking six credits per semester. Students who join the program after the cohort begins or take fewer courses per semester will take slightly longer to finish. Students who do not already hold national certification as an Advanced Practice RN may need to take additional credits and will meet with the director of the Graduate Nursing Program for an individualized curriculum plan. All students must have completed at least 1,000 clinical hours between the master's and D.N.P. programs.

Admission to the Post-Masters D.N.P. Program

Admission to the D.N.P. Program requires acceptance to the University for graduate study as well as acceptance into the D.N.P. Program. Admission to the D.N.P. Program is a competitive process, and the following required items will be considered individually as the final applicant selections are made.

- Official transcripts from all colleges and universities attended
- M.S. in nursing from a nationally accredited program (applicants with other M.S. degrees may be considered on an individual basis, but must be able to demonstrate a significant concentration in nursing)
- Current and active United States Registered Nursing (RN) license
- Eligibility for / or current national certification in an Advanced Practice Role
- GPA of 3.5 (on a 4.0 scale) for graduate degree; applicants with GPA 3.0-3.5 and a compelling application packet may be considered on an individual basis
- Minimum grade of B or better in the following **graduate-level** prerequisite courses:
  - Statistics (within the last five years)
  - Pathophysiology
  - Pharmacology
  - Physical Health Assessment
- Current CPR Certification for healthcare providers
- Current resume or curriculum vitae
- Three professional references / letters of recommendation
- Interview with graduate program director or department chair
- A 500- to 1,000-word essay outlining why the D.N.P. is important to the applicant, as well as their personal goals, objectives and focused area of interest in pursuing the D.N.P.
- Residency/Domicile Information form (for those students applying for in-state tuition)
- Documents required of international students: please consult the Center for International Education at www.salisbury.edu/intled/ISS/admissions
- Proficiency in spoken and written English with the following minimum TOEFL scores: 550 for the paper-based examination, 213 for the computer-based examination and 80 for the Internet-based examination

Post-Master's Program Requirements

The Post-Masters D.N.P. Program consists of 38 credit hours of graduate work (for nationally certified Advanced Practice Nurses), which may be completed over approximately three years. (Credits may vary for students who are not already certified as Advanced Practice Nurses.) Direct and indirect care options will be available for the specialty practice-hours component, as determined by the student and faculty advisor based on the career goals and aspirations of the student. Students interested in applying their practice hours to improving the care of individuals may complete clinical time at a primary care facility or a practice management site. Other students may wish to complete their specialty hours at a hospital or community health center, focusing on a broader application for improvement of patient healthcare outcomes. One thousand total clinical hours are required for all D.N.P. students, which includes the clinical hours obtained during their master's program. Graduate students must maintain at least a 3.0 GPA (4.0 scale) with a maximum of one C, and no grades lower than a C.

Post-Master's Curriculum

The D.N.P. curriculum is a blend of new and existing courses at Salisbury University, incorporating inter-departmental course work designed to address the varied educational needs of the D.N.P. students, and to meet the D.N.P. Essentials (AACN, 2006). Twenty-seven credit hours in nursing, finance and political science comprise the core of the curriculum, with another eight credit hours relating directly to the D.N.P. project and practicum coursework taken toward the end of the program. Additionally, a three-credit graduate elective chosen by the student with the approval of his or her advisor is used to supplement the core of required courses and is tailored to student interests.

PLEASE NOTE: A personalized plan of study, incorporating the requisite 1,000 clinical hours, will be designed for each student based on their previous experience and the focus of their D.N.P. studies. The total credits required for their program may vary, depending on each individual's previous master's level clinical hours, and will be determined on an individual basis.

Required courses are as follows:

		Credits
Fall One		
NURS 526	Informatics	3
NURS 744	Evidence-Based Practice	3
Spring One		
NURS 525	Health Care Systems	3
POSC 580	Leadership and Public Administration	3
Summer One		
XXX	Approved Elective	3
Fall Two		
NURS 561	Health Care Management	3
NURS 742	Quality Improvement in Healthcare	3
Spring Two		
FINA 535	Health Care Finance	3
NURS 891	D.N.P. Evidence-Based Project I: Identification and Development	2
Summer Two		
XXX	Approved Elective	3
Fall Three		
NURS 815	Genetics and Genomics in Healthcare	3
NURS 892	D.N.P. Evidence-Based Project II: Implementation	1
NURS 894	D.N.P. Evidence-Based Practicum	1-3*

Spring Three

NURS 858	Health Promotion and Clinical Prevention	3
NURS 893	D.N.P. Evidence-Based Project III: Evaluation and Dissemination	1
NURS 894	D.N.P. Evidence-Based Practicum	1-3*

TOTAL CREDITS: 38**

* A minimum of four credits of Practicum are required, with 400 hours. This course can be taken for variable 1-3 credits (100-400 hours) in at least two different areas of focus and with advisor's approval.

** Students ultimately must have 1,000 total clinical hours and may need to take additional credits if they had fewer than 600 clinical hours in their M.S. program. Program plans will be individually determined between the student and the director of the graduate program.

POST-BACCALAUREATE CERTIFICATE IN HEALTH CARE MANAGEMENT

This certificate program is for students who have already completed a bachelor's degree in any discipline and are now seeking to complete the requirements for the Health Care Management Certificate.

This program is offered on a cohort basis, and interested students must contact the Department of Nursing for additional program information.

The following courses are required:

		Credits
NURS 525	Health Care System	3
NURS 526	Health Care Informatics	3
NURS 561	Health Care Management Seminar	3

Students are also required to complete one of the following electives:

		Credits
NURS 515	Epidemiology	3
NURS 542	Qualitative Research in Health Care	3
NURS 562	Health Care Management Practicum	3
MATH 502	Applied Statistics	3
or		
NURS 544	Quantitative Research in Health Care	3

POST-BACCALAUREATE CERTIFICATE IN MIDDLE SCHOOL MATHEMATICS

PLEASE NOTE: The Post-Baccalaureate Certificate in Middle School Mathematics Program has been temporarily suspended. The status of the program is being examined. New students will not be admitted into the program during the period of suspension.

The Certificate in Middle School Mathematics (C.M.S.M.) is a certificate in middle-school mathematics. This certificate is designed for school personnel seeking advanced study in mathematics content appropriate for teaching mathematics at the middle-school level.

For admission to the certificate program, candidates must possess a bachelor's degree with a 2.75 minimum grade point average in undergraduate work, or possess a higher degree, and hold a teaching certificate in a specified subject area. For admission consideration, students must submit the following documentation: To Admissions, an application, application fee and official transcripts from every college and university attended; To the Department of Mathematics and Computer Science, an application for admission to the M.S. program in mathematics education, two letters of recommendation supporting the applicant's ability to succeed in graduate study, and a completed plan of study signed by a program advisor.

Note: This certificate is not a teaching certificate. The award of this certificate does not carry certification to teach.

Course Requirements

Candidates seeking the C.M.S.M. must complete at least four of the following courses:

		Credits
MATH 501	Number Theory from a Historical Perspective	3
MATH 503	Data Analysis	3
MATH 510	Mathematical Reasoning	3
MATH 520	Middle School Mathematics in a Teaching Context with Instructional Technology	3
MATH 541	Conceptual Algebra for Teachers	3
MATH 555	The Cartesian Triad: Algebra, Geometry and Coordinates in the Plane	3
MATH 565	Mathematical Modeling for Middle School Teachers	3
MATH 566	Geometry: From Euclid to Modern Day	3

Henson School of Science and Technology

Franklin P. Perdue

Perdue School of Business

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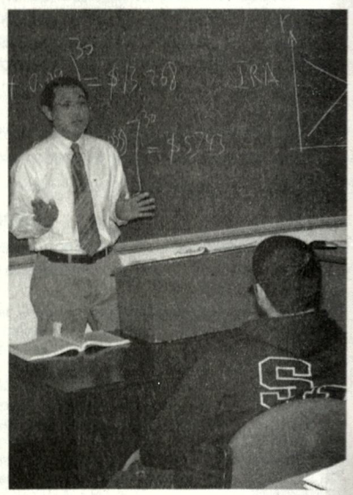
Majors & Minors

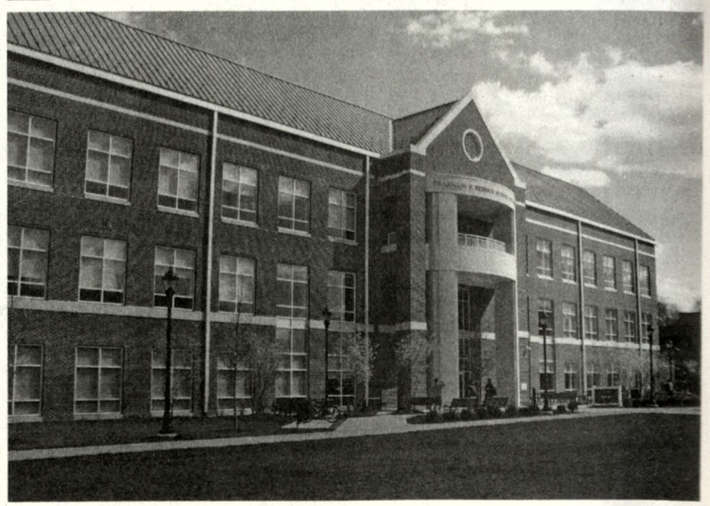
Bachelor of Science
- Accounting
- Business Administration
- Finance
- Information Systems
- Management
- Marketing

Bachelor of Arts
- Economics

Minors
- Accounting
- Business Administration (4+1)
- Economics
- Finance
- Information Systems
- Marketing Management

Master of Business Administration





www.salisbury.edu/perdue

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School Information

The Franklin P. Perdue School of Business was established in 1986 through a multimillion dollar fund created by Franklin P. Perdue to ensure excellence within the academic programs of the school. Perdue, a lifelong resident of Salisbury, began working with his parents in their egg business at the age of 10. He attended what was then the State Teachers College in Salisbury for two years before returning to work full time with his father in 1939. He became a full partner in the business in 1944 and, in 1950, took over leadership of Perdue Farms Inc. Under his leadership, the firm grew to be one of the largest integrated poultry producers in the United States.

The Perdue School is the largest university-level center for business education and development in the region. It provides an academic program recognized for meeting the highest standards of business education through its accreditation with AACSB International. The business school provides for student interaction with the business world and focuses on preparing graduates who can apply business knowledge to solve problems; make sound decisions using the most current technological resources available; communicate effectively verbally and in writing; demonstrate the interpersonal skills and ethical awareness to function as a successful business professional; and operate successfully in the diverse, global, team-based environments of business.

The Perdue School offers three degrees: Master of Business Administration, Bachelor of Arts in economics and Bachelor of Science. Students pursuing a Bachelor of Science can major in accounting, finance, information systems, management, marketing or business administration. Students selecting the business administration major pursue a concentration in international business or a track in economics. Each major has lower (pre-professional) and upper (professional) divisions and require successful completion of lower-division work to gain admission to the business school and eligibility to begin taking upper-division courses. The economics major requires a program of General Education courses integrated with a core in economics, business administration and mathematics.

The Perdue School offers six minors: accounting, business administration, finance, information systems, marketing management and economics. The business administration and marketing management minors are not open to accounting, business, finance, information systems, management or marketing majors. Similarly, the economics track within the business administration major and the economics minor are not open to economics majors.

A unique feature of the Perdue School of Business is the Applied Business Learning Experience (ABLE) program, successful completion of which is a graduation requirement for all students majoring in accounting, business, finance, information systems, management or marketing. Students must demonstrate that they can translate and effectively use classroom learning in business, government and nonprofit organizations. ABLE provides a variety of experiential learning options. Students can satisfy the ABLE requirement with an internship or through ABLE-qualifying courses. For details see the undergraduate programs coordinator.

▸ Philosophic Commitments and Objectives

Consistent with the University mission and the convictions of its faculty, the Franklin P. Perdue School of Business objectives reflect a dedication to students' maximum intellectual growth, active involvement in applied and practical research, and a commitment to community service.

Intellectual Growth

The primary objective of the school is to provide each of its students with an academic environment that fosters the development of a broad intellectual foundation. This foundation is the basis for effective service in professional positions and enables students to assume higher levels of responsibility as they gain experience and demonstrate ability. The faculty believe this objective is met by the development and maintenance of quality curricula, by effective teaching and by conscientious student advising.

Research

The school is committed to stimulating the intellectual growth of its faculty to the benefit of the broader academic and business community. The faculty actively pursue applied as well as more theoretical research that expands their knowledge of business and economic activities.

Global Competencies

In today's global marketplace it is increasingly important that future managers have a good understanding of international business practices. There is no better way to gain this knowledge than to experience it first hand. The Perdue School and the University's Center for International Education offer a variety of study abroad programs from two weeks to a semester. The Perdue School urges all students to take advantage of this opportunity. Up to nine credit hours can be applied toward a Perdue School major from an approved study abroad program.

Community Service - Business, Economic and Community Outreach Network (BEACON)

The Business, Economic and Community Outreach Network (BEACON) of the Franklin P. Perdue School of Business combines applied business learning experiences for SU students with sponsored research and consulting services to non-profit, private and public-sector organizations throughout the Delmarva region.

Student teams, supervised by faculty and BEACON consultants, work on projects such as market or sales-demand forecasting, marketing audits and plans, feasibility studies, economic impact assessments, international marketing readiness assessment and planning, business or economic scenario analysis modeling, and strategic planning, As students apply what they learn in the classroom to these projects, they gain valuable real-world experiences.

BEACON, as part of its outreach and technology transfer mandates, is also involved with a variety of intellectual property commercialization projects.

Key BEACON initiatives include:

- **ShoreTrends**—tracking demographic, business, economic, workforce and community development trends throughout the Eastern Shore of Maryland.
- **GraySHORE and ShoreWISDOM**—preparing the region's private and public sector organizations for the coming senior boom throughout the Shore.
- **Bienvenidos â Delmarva**—providing management, marketing and organizational development know-how to private- and public-sector organizations that interact frequently with the region's rapidly growing non-native-born population.
- **Executive Career Mentoring Program**—bringing together senior decision-makers from BEACON client organizations and graduating M.B.A. students for one-on-one mentoring sessions.

In addition, BEACON is a proud sponsor of **ShoreENERGY**, which promotes a community-wide dialog to address the multitude of current and future regional energy needs and potential solutions.

For more information, contact BEACON at 410-546-6001, e-mail beacon@salisbury.edu or visit http://beacon.salisbury.edu.

Small Business Development Center

The Maryland Small Business Development Center (SBDC) is dedicated to helping individuals establish or expand a business. A variety of management and technical assistance programs are designed and provided by the SBDC to help the aspiring and existing small business owner. Business students have opportunities to gain hands-on, real-world experience by providing consulting services for small business owners under the close supervision of faculty mentors.

The SBDC is part of a national network, founded in 1979, that helps over 500,000 businesses on an annual basis. Assistance provided by the SBDC is designed to strengthen firms and contribute to the growth of the local, state and national economies.

General Information

Non-Degree Seeking Students

The Perdue School serves non-degree-seeking students by allowing them to enroll directly in both lower- and upper-division courses. Students who do not meet specific course prerequisites must obtain approval from the associate dean of the Perdue School of Business or advising services coordinator before enrolling.

Students Seeking Degrees in Programs Other Than Accounting, Business Administration, Finance, Information Systems, Management or Marketing

The Perdue School welcomes students from other disciplines in lower-division classes and can accommodate a limited number of these students in upper-division (300/400-level) courses as the school's professional-program students are given priority. Because the Perdue School cannot guarantee that non-majors will be able to enroll in upper-division business courses during any specific semester, students from other disciplines with programs that require upper-division Perdue School courses should plan ahead as far as possible and secure the permission of their advisors and the advising services coordinator of the Perdue School of Business for the business portion of their programs.

Transfer Credits

Students who wish to enroll in courses at other institutions and transfer credits to satisfy Perdue School requirements must first submit a properly completed Request to Study at Another Institution form to the Perdue School's advising services coordinator. With the approval of the department chair, up to six hours of upper-division course credit will be accepted—providing the courses are completed with a C or better from another AACSB accredited institution. Approval forms will then be submitted to the Registrar's Office for additional authorization and processing. (Students are further directed to the University's transfer guidelines located in the "Registration and Student Records" section of this catalog.)

Repeating Courses

Courses repeated to fulfill a Perdue School major or minor requirement must be repeated at Salisbury University. For example, students who repeat required courses to improve D or F grades must take those courses at Salisbury University.

UNDERGRADUATE PROGRAMS

For Students Seeking a Bachelor of Arts In Economics, See the Economics Major

For Students Seeking a Bachelor of Science With a Major in Accounting, Business Administration, Finance, Information Systems, Management or Marketing

LOWER-DIVISION PRE-PROFESSIONAL PROGRAM

For Freshmen And Sophomores Seeking a Major In Accounting, Business Administration, Finance, Information Systems, Management or Marketing

Freshmen and sophomores complete a pre-professional program which consists of 30 hours of lower-division coursework designed to provide a broad knowledge base essential to success in the upper-division coursework.

Pre-professional Course Requirements

The following courses make up the pre-professional program. These courses should be completed during the freshman and sophomore years in preparation for entrance into the professional programs of the Franklin P. Perdue School of Business:

		Credits
MATH 160	Introduction to Applied Calculus	3
or		
MATH 201	Calculus I	4
MATH 155	Modern Statistics with Computer Analysis	3
INFO 211	Information System Concepts	3
ACCT 201	Introduction to Financial Accounting	3
ACCT 202	Introduction to Managerial Accounting	3
ECON 211	Micro-Economic Principles	3
ECON 212	Macro-Economic Principles	3
CMAT 100	Fundamentals of Communication	4
or		
CMAT 260	Fundamentals of Organizational Communication	4
ACCT 248	Legal Environment	3
INFO 281	Intermediate Business Statistics: Application and Analysis	3

Curriculum Guide: Pre-professional Program

FRESHMAN YEAR		
ENGL 103	Composition and Research	4
INFO 111	Business Microcomputer Use	1
MATH 155	Modern Statistics with Computer Analysis	3
or		
MATH 160*	Introduction to Applied Calculus	3
PHEC 106	Personalized Health/Fitness	3
	Gen. Ed. Group IVA	4
		15
ECON 211	Micro-Economic Principles	3
HIST 10X	Gen. Ed. IIA (HIST 101, 102 or 103)	4
MATH 155	Modern Statistics with Computer Analysis	3
or		
MATH 160*	Introduction to Applied Calculus	3
	Gen. Ed. Group IIIC	4
		14
SOPHOMORE YEAR		
ACCT 201	Introduction to Financial Accounting	3
ACCT 248	Legal Environment	3
CMAT XXX	100 or 260	4
ECON 212	Macro-Economic Principles	3
INFO 211	Information Systems Concepts	3
		16
ACCT 202	Introduction to Managerial Accounting	3
INFO 281	Intermediate Business Statistics	3
	Gen. Ed. Group IVA	4
HIST XXX	Gen. Ed. Group IIB	4
		14

* some students may have to take MATH 135: College Algebra: A Modeling Approach in preparation for calculus.

UPPER-DIVISION PROFESSIONAL PROGRAM

In order for students to take upper-division business courses, students must apply for and be admitted into the professional program. (Specific instructions for application to the Perdue School of Business follow.)

Juniors and seniors pursuing a major in the Perdue School of Business complete a professional program consisting of (1) an upper-division core of eight courses, which must be taken by all accounting, business administration, finance, information systems, management and marketing majors; (2) a set of special requirements for each major and concentration/track; and (3) a set of specific course requirements unique to the major that the student is pursuing. Coursework and other requirements are grouped according to accounting, business administration, finance, information systems, management and marketing.

Admission to the Upper-Division Professional Program

Students wishing to apply to the Franklin P. Perdue School of Business must do the following:

1. Submit an application by December 1 (for the next spring term) or May 1 (for the next fall term).

2. Prepare to satisfy the following requirements by the start of the next semester:
   a. Complete 56 credit hours.
   b. Complete a minimum of 24 hours from the lower-division, pre-professional core requirements (see previous information) with grades of C or better.
   c. Included in the 24 hours must be:
      i. ACCT 201
      ii. ECON 211 or ECON 212
      iii. MATH 160 or MATH 201
      iv. MATH 155
   d. A GPA of 2.50 or higher in the pre-professional core courses is required for admission into the Professional Program. Additional students may be admitted by descending order of GPA (in Pre-professional Program core courses) in numbers sufficient to maintain a quality student-faculty ratio.
   e. Students may repeat pre-professional courses one time only.

3. Students pursuing a major in the business school and who are enrolled in 300-/400-level business courses without meeting the program admission standards will be deregistered from those courses. Other students (minors, etc.) must meet all course prerequisites.

▸ Retention and Graduation Requirements

Once admitted to the Perdue School's professional program, students must do the following:

1. Complete the pre-professional core with grades of C or better, within the next 15 credit hours of study or be disenrolled automatically from the professional program.
2. All upper-division coursework must be completed with a C or better.
3. BUAD 300 must be completed with a P.
4. Complete BUAD 400 with a P.
5. Maintain a 2.0 grade point average. (Students whose cumulative grade point averages fall below 2.0 and do not return to 2.0 within the next consecutive 12 semester hours will be disenrolled from the professional program.)
6. Upper-division courses may be repeated only once.

Appeals for exceptions to this policy must be made in writing to the Undergraduate Exceptions Committee of the Perdue School.

Departments

ACCOUNTING AND LEGAL STUDIES

Major: Accounting
Minor: Accounting
(See "Undergraduate Minors" section for details.)

Chair
Professor Kenneth J. Smith, D.B.A.; George Washington University, CPA-MD, CMA, CIA, CFM
Professors
Jerome J. DeRidder, Ph.D.; University of Nebraska-Lincoln
Robert F. Dombrowski, D.B.A.; Louisiana Tech University, CPA-MD, LA
Robert Michael Garner, Ph.D.; University of Arkansas, CPA-IN
P. Douglas Marshall, Ph.D.; University of Maryland College Park, CPA-MD
Associate Professor
George F. Summers, Ph.D.; University of Houston
Assistant Professors
Patricia L. Derrick, Ph.D..; George Washington University
Michael R. Koval, J.D.; Georgetown University Law Center
Professor of Practice in Accounting
Susanne A. Holloway, M.B.A.; Salisbury University, CPA-MD
Lecturer
Julie E. Gittelman, M.B.A.; St. Joseph's University, CPA-MD

The Department of Accounting and Legal Studies offers programs leading to a Bachelor of Science with a major in accounting, an accounting track in the Master of Business Administration (M.B.A.) program and a minor in accounting.

ECONOMICS AND FINANCE

Major: Economics, Finance
Minor: Economics, Finance
(See "Undergraduate Minors" section for details.)

Chair
Associate Professor Brian Hill, Ph.D.; University of Tennessee, Knoxville
Professors
Jill L. Caviglia-Harris, Ph.D.; University of Tennessee
Tylor Claggett, Ph.D.; University of Houston
Danny M. Ervin, Ph.D.; University of Kentucky
Khashayar "Kashi" Khazeh, Ph.D.; University of Tennessee
Herman Manakyan, Ph.D.; University of Alabama
Ying Wu, Ph.D.; University of Oregon
Associate Professors
Dustin L. Chambers, Ph.D.; University of California-Riverside
Jamie D. Emerson, Ph.D.; Syracuse University
Hong Yao, Ph.D.; University of Oregon-Eugene
Assistant Professors
Leonard Arvi, Ph.D.; Florida International University
K. Ani Manakyan, Ph.D.; University of Florida
Richard T. Melstrom, Ph.D.; Michigan State University
Jonathan Munemo, Ph.D.; West Virginia University
Lecturer
Silvana Chambers, M.A.; University of California-Los Angeles

The Department of Economics and Finance offers programs leading to a Bachelor of Arts with a major in economics, an Economics Track in the business administration major and a Bachelor of Science with a major in finance, as well as three specialization tracks within the finance major. The department also offers minors in both economics and finance.

INFORMATION AND DECISION SCIENCES

Major: Information Systems
Minor: Information Systems
(See "Undergraduate Minors" section for details.)

Chair
Associate Professor Kathleen E. Wright, Ph.D.; George Washington University
Professors
Catherine M. Beise, Ph.D.; Georgia State University
Jeffrey E. Kottemann, Ph.D.; University of Arizona
Karen E. Papke-Shields, Ph.D.; University of South Carolina
Associate Professors
Eugene D. Hahn, Ph.D.; George Washington University
Jing Quan, Ph.D.; University of Florida
Fatollah Salimian, M.A.; Kent State University
Assistant Professor
Hoon S. Cha, Ph.D.; University of Arizona
Lecturer
William P. Burke Jr., M.Ed.; Wilmington College
Sumathy Chandrashekar, M.B.A.; Salisbury University

The Department of Information and Decision Sciences offers a program leading to Bachelor of Science with a major in information systems and a minor in information systems.

MANAGEMENT AND MARKETING

Major: Business Administration, Management, Marketing
Minor: Business Administration (4+1), Marketing Management
(See "Undergraduate Minors" section for details.)

Chair
Professor Frank M. Shipper, Ph.D.; University of Utah
Professors
Wayne H. Decker, Ph.D.; University of Pittsburgh
Debbie S. Easterling, Ph.D.; Louisiana State University
Richard C. Hoffman IV, Ph.D.; Indiana University
E. Patrick McDermott, Ph.D.; George Washington University
Robert B. Settle, Ph.D.; University of California Los Angeles
Associate Professors
Stephen B. Adams, Ph.D.; Johns Hopkins University
Thomas J. Calo, Ed.D.; George Washington University
Kirsten K. Passyn, Ph.D.; Pennsylvania State University
Oliver P. Roche, Ph.D.; McGill University
Marc D. Street, Ph.D.; Florida State University
Vera L. Street, Ph.D.; Florida State University
Christy Weer, Ph.D.;Drexel University
Assistant Professors
David N. LeBaron, Ph.D.; Pennsylvania State University
Senior Lecturer
Paula Morris, M.B.A.; George Washington University
Lecturer
Marvin O. Brown Jr., J.D.; University of Dayton
Adjunct Associate Professors
Gerard R. DiBartolo, D.B.A.; George Washington University
Memo Diriker, D.B.A.; Memphis State University

The Department of Management and Marketing offers programs leading to a Bachelor of Science with majors in management and marketing and a minor in marketing management. The department coordinates the international business concentration and the business administration minor in conjunction with the other Perdue School departments.

Undergraduate Majors

ACCOUNTING

Department of Accounting and Legal Studies

Dr. Kenneth Smith, Chair
410-548-5563

Students completing the accounting major will be prepared to enter the public accounting profession or pursue accounting careers in government or corporate settings. By fulfilling the major requirements and earning the required 150 credit hours, students will be eligible to sit for the Uniform CPA examination in Maryland.

The undergraduate accounting curriculum consists of a lower-division (pre-professional) core, upper-division (professional) core, special requirements and accounting major requirements. The pre-professional curricular requirements enable majors to acquire a common body on knowledge essential to successful completion of the professional program coursework.

Students majoring in accounting must meet the following requirements with grades of C or better and may repeat courses only once:

1. Complete the pre-professional core requirements and be accepted into the upper-division professional program.
2. Complete the following professional core:

		Credits
FINA 311	Financial Management	3
INFO 326	Operations Management	3
MGMT 320	Management and Organizational Behavior (must take BUAD 300 as a corequisite)	3
BUAD 300	Personal and Professional Development	1
MGMT 325	Business and Society	3
MGMT 492	Strategic Management (C or better) (must take BUAD 400 as a corequisite)	3
BUAD 400	Business Student Professional Portfolio	0
MKTG 330	Principles of Marketing Management	3

3. Satisfy the following special requirements:

▸ ABLE Requirement

The applied business learning experience (ABLE) requirement is satisfied by ACCT 497.

▸ International Requirement

The international requirement is satisfied by:

		Credits
ACCT 430	International Accounting	3
or		
ACCT 435	Accounting in its Global Setting	3

▸ Admission Test

Accounting students must pass the Accounting Admission Test (AAT) prior to enrolling in ACCT 305. Information is available from the Accounting Department.

4. Complete the following courses. With approval of the chair of the Accounting Department, up to six credit hours of comparable courses may be transferred from AACSB International (The Association to Advance Collegiate Schools of Business) accredited schools.

		Credits
ACCT 302	Cost Accounting I	3
ACCT 304	Intermediate Accounting I	3
ACCT 305	Intermediate Accounting II	3
ACCT 341	Federal Income Tax Accounting: Personal	3
ACCT 348	Business Law	3
ACCT 403	Advanced Accounting I	3
ACCT 407	Auditing I*	3
ACCT 420	Accounting Information Systems	3
ACCT 430	International Accounting	3
or		
ACCT 435	Accounting in its Global Setting	3
ACCT 497	Auditing Internship	3

plus one of the following courses:

		Credits
ACCT 338	Special Topics in Accounting	3
ACCT 342	Federal Income Tax Accounting: Partnership and Corporation	3
ACCT 401	Integrated Accounting Systems	3
ACCT 415	Governmental and Not-for-Profit Accounting	3
ACCT 460	Contemporary Issues in Accounting	3

5. Students who decide to pursue a second major/concentration/track must complete a minimum of 12 hours of new credits for each additional major/concentration/track.

▸ Checklist

For a major checklist visit www.salisbury.edu/checklists.

BUSINESS ADMINISTRATION

The business administration major provides a broad foundation in the business environment and the operation of organizations while permitting in-depth preparation in one of two functional areas: economics or international business. Students may also design an individualized sequence with the guidance and approval of the Perdue School's associate dean.

The business administration curriculum consists of a lower-division (pre-professional) core, upper-division (professional) core, special requirements and business administration track requirements. Pre-professional business administration majors acquire a common body of knowledge essential to successful completion of the professional program coursework.

Students majoring in business administration must meet the following requirements with grades of C or better and may repeat courses only once:

1. Complete the pre-professional core requirements and be accepted into the upper-division professional program.

2. Complete the following professional core:

		Credits
FINA 311	Financial Management	3
INFO 326	Operations Management	3
MGMT 320	Management and Organizational Behavior (must take BUAD 300 as a corequisite)	3
BUAD 300	Personal and Professional Development	1
MGMT 325	Business and Society	3
MGMT 492	Strategic Management (C or better) (must take BUAD 400 as a corequisite)	3
BUAD 400	Business Student Professional Portfolio	0
MKTG 330	Principles of Marketing Management	3

3. Satisfy the following special requirements:

▸ International Requirement

One or more of the following courses:

		Credits
ACCT 430	International Accounting	3
ACCT 435	Accounting in its Global Setting	3
BUAD 386	Business in its Global Setting	3
BUAD 396	Business Studies Abroad	3
ECON 441	International Economics	3
FINA 447	International Financial Management	3
INFO 465	Global Information Systems Management	3
MGMT 422	Management of the Multinational Business	3
MKTG 423	International Marketing	3

▸ ABLE Requirement

The applied business learning experience (ABLE) is normally completed during the second semester of the junior year or the first semester of the senior year and can be met through either an internship or experiential project.

Internships are normally completed off campus at a variety of businesses, government or not-for-profit organizations. For an internship to satisfy the ABLE requirement, it must be completed as part of enrollment in one of the following courses:

		Credits
BUAD 490	Business Internship	3
FINA 490	Finance Internship	3
MGMT 490	Management Internship	3
MKTG 490	Marketing Internship	3

and must involve the student in working with an organization in a planned, progressive-development program for a minimum of 100 hours over a 10-week period.

Experiential projects provide students with applied business learning experiences and are associated with the following course:

		Credits
ECON 460	Applied Economics Workshop (for ECON track students only)	3

For additional information concerning ABLE program requirements, students should see the undergraduate programs coordinator in the Perdue School of Business.

4. Fulfill the requirements of one of the following concentration or tracks in business administration. Specialization courses should be taken at Salisbury University. With the approval of the appropriate department chair, up to six hours may be transferred from an AACSB accredited school.

5. Students who decide to pursue a second major/concentration/track must complete a minimum of 12 hours of new credits for each additional major/concentration/track.

▸ Checklist

For a major checklist visit www.salisbury.edu/checklists.

International Business Concentration

Dr. Memo Diriker
410-546-6001

As a growing number of large and small U.S. firms transact a portion of their business through international channels, business administration graduates are becoming increasingly involved with international aspects of business. This concentration allows students to gain the knowledge and skills required for international business careers, while developing their understanding of the mechanisms and institutions of international business.

Since the Perdue School's curriculum allows multiple majors, concentrations and tracks, students may combine such areas as accounting, finance, marketing, management and information systems with international business, giving themselves an international business education.

All courses comprising the international business concentration, including the additional major requirements of language, geography, political science and ABLE must be completed with a minimum grade of C.

Choose four courses from the following:

		Credits
ACCT 430	International Accounting	3
ECON 441	International Economics	3
FINA 447	International Financial Management	3
INFO 465	Global Information Systems Management	3
MGMT 422	Management of the Multinational Business	3
MKTG 423	International Marketing	3

Choose two electives from the approved list below that could include courses from above that have not been taken:

		Credits
ACCT 302	Cost Accounting I	3
ACCT 304	Intermediate Accounting I	3
BUAD 386	Business in its Global Setting	3
BUAD 396	Business Studies Abroad	3
ECON 402	Comparative Economic Systems	3
ECON 411	Economic Development	3
FINA 440	Corporate Finance	3
FINA 441	Investments I	3
FINA 445	Financial Institutions and Markets	3
INFO 395	Advanced Management Support Systems	3
INFO 455	Advanced Microcomputer Applications	3
MGMT 350	Human Resource Management	3
MGMT 425	Applied Organizational Science	3
MKTG 333	Sales Management	3
MKTG 335	Marketing Research	3
MKTG 430	Marketing Management Strategy	3

Successful completion, either through courses or qualifying exam, of the same modern language through 310 or 312 or 313.

Select one course from the following list or select an approved cultural course offered by the Department of Modern Languages or study abroad experience approved by your international business concentration advisor:

		Credits
GEOG 101	World Geography: Europe and Asia	3
GEOG 102	World Geography: Africa and the Americas	3
GEOG 202	Cultural Geography	3
GEOG 301	World Regions	3
GEOG 310	Regional Geography of Europe	3

Geography requirements may be waived with an approved one-semester study abroad program.

Select one course from the following or other relevant political science or history course approved by your international business concentration advisor:

		Credits
POSC 210	Introduction to International Relations	4
POSC 310	Comparative European Government	4
POSC 311	Comparative Government of Developing Nations	4
POSC 411	International Law	4

Individualized Track

Sarah A. Timko
410-543-6097

Under special circumstances, business administration majors can construct tracks that are specialized to specific career objectives. Individualized curricula must consist of at least 18 credit hours of 300/400-level courses beyond those required for the major, chosen with the guidance of the advising services coordinator and approved by the Perdue School's associate dean. Courses, including at least one of the following, should be selected upon entrance in the professional program:

		Credits
ACCT 302	Cost Accounting I	3
FINA 440	Corporate Finance	3
MGMT 438	Marketing Research	3

Economics Track

Dr. Brian Hill
410-677-3860

A specialization in economics prepares business administration majors to apply the scientific approach to cause and effect relationships affecting the performance of the business enterprise and its impact on society's living standards.

Coursework focuses on understanding and measuring the consequences of public policies and regulations; the behavior of consumers, competitors and other important groups; and the firm's own decisions. The emphasis on analytical skills and empirical methodology provides a strong foundation for students interested in graduate study in business and for those with career interests in economic research or forecasting in either business or government.

In addition to the business administration requirements, the following courses are required for the economics track:

		Credits
ECON 305	Intermediate Macro-Theory	3
ECON 306	Intermediate Micro-Theory	3
ECON 441	International Economics	3

In addition, at least three courses must be chosen from the following list:

		Credits
BUAD 396	Business Studies Abroad	3
ECON 300	Economic History of the United States	3
ECON 331	Money and Banking	3
or		
FINA 445	Financial Institutions and Markets	3
ECON 336	Public Sector Economics	3
ECON 338	Special Topics in Economics	3
ECON 370	Industrial Organization	3
ECON 381	Labor Economics	3
ECON 402	Comparative Economic Systems	3
ECON 403	Monetary Policy and the U.S. Economy	3
ECON 410	The Economics of Health Care	3
ECON 411	Economic Development	3
ECON 415	Environmental Economics	3
ECON 430	Econometrics	3
ECON 460	Applied Economics Workshop	3
ECON 492	Senior Seminar in Contemporary Economic Problems	3
ECON 494	Directed Study in Economics	1-3

ECONOMICS

Department of Economics and Finance

Dr. Brian Hill, Chair
410-677-3860

Economics is the study of the factors determining our material living standards. It involves analysis of human values and behavior, the operations of public and private institutions, the limitations of technology and natural resources, and the legal-political framework within which all are required to operate.

The Department of Economics and Finance's Bachelor of Arts program combines a solid foundation in contemporary economic theory with the opportunity to analyze a wide range of issues important to the material well-being of society. The emphasis on applying carefully reasoned analysis to questions of personal choice and public policy makes this program a valuable preparation for careers in education, law, research or administration, as well as employment in business, government or international agencies.

Students majoring in economics must meet the following requirements with grades of C or better and may repeat courses only once:

1. Complete the following economics core:

		Credits
INFO 281	Intermediate Business Statistics	3
MATH 155	Modern Statistics with Computer Analysis	3
MATH 201	Calculus	3-4
or		
MATH 160	Calculus	3-4
ECON 211	Micro-Economic Principles	3
ECON 212	Macro-Economic Principles	3
ECON 305	Intermediate Macro-Theory	3
ECON 306	Intermediate Micro-Theory	3
ECON 430	Econometrics	3
ECON 441	International Economics	3

2. Choose four courses from the following list:

		Credits
ECON 300	Economic History of the United States	3
ECON 331	Money and Banking	3
or		
FINA 445	Financial Institutions and Markets	3
ECON 336	Public Sector Economics	3
ECON 338	Special Topics in Economics	3
ECON 370	Industrial Organization	3
ECON 381	Labor Economics	3
ECON 402	Comparative Economic Systems	3
ECON 403	Monetary Policy and the U.S. Economy	3
ECON 410	The Economics of Health Care	3
ECON 411	Economic Development	3
ECON 415	Environmental and Natural Resource Economics	3
ECON 460	Applied Economics Workshop	3
ECON 492	Senior Seminar in Contemporary Economic Problems	3
ECON 494	Directed Study in Economics	3

Students planning graduate work in economics are advised to complete a minor in mathematics. The minor in mathematics consists of at least 18 semester hours of mathematics, of which 15 are not counted for General Education, 12 are numbered 201 or higher, and at least three are at the 300/400 level. Each course in the minor must be completed with a grade of C or better, and at least nine credits must be earned at SU. The recommended math courses are as follows:

		Credits
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 310	Calculus III	4

Two additional math courses at the 300 level or higher (MATH 413 or 414) are recommended for students entering Ph.D. programs.

▸ Checklist

For a major checklist visit www.salisbury.edu/checklists.

FINANCE

Department of Economics and Finance

Dr. Brian Hill, Chair
410-677-3860

Finance is broadly defined as the art and science of making decisions involving money in a variety of contexts. People study finance to learn how to allocate their scarce resources over time under conditions of uncertainty utilizing the financial system (i.e., financial markets and institutions) as well as economic organizations (i.e., corporations and governments) with the goal of wealth maximization. Not only is finance exciting and challenging, it continues to evolve at a dizzying pace. The finance major provides the student with a broad background covering the areas of corporate finance, international finance, investments and financial markets/institutions. Students in the finance major prepare for careers in corporate treasury functions and in a variety of financial services firms including commercial banks, securities firms, investment banks, money management firms, insurance companies, real estate companies, financial planners, etc., as well as graduate programs in business. Finance majors are employed by organizations of various size and focus including regional, national and multinational enterprises as well as nonprofit and government agencies.

In addition to the major in finance, for students who desire to focus in a specialization area in finance, the department offers three alternative specialization tracks: Financial Planning, Investments and Corporate Finance.

▸ Checklist

For a major checklist visit www.salisbury.edu/checklists.

Finance Major

Students majoring in finance must meet the following requirements with grades of C or better and may repeat courses only once:

1. Complete the pre-professional core requirements and be admitted to the upper-division professional program.

2. Complete the following professional core:

		Credits
FINA 311	Financial Management	3
INFO 326	Operations Management	3
MGMT 320	Management and Organizational Behavior (must take BUAD 300 as a corequisite)	3
BUAD 300	Personal and Professional Development	1
MGMT 325	Business and Society	3
MGMT 492	Strategic Management (C or better) (must take BUAD 400 as a corequisite)	3
BUAD 400	Business Student Professional Portfolio	0
MKTG 330	Principles of Marketing Management	3

3. Satisfy the following special requirement.

▸ ABLE Requirement

The applied business learning experience (ABLE) is normally completed during the second semester of the junior year or the first semester of the senior year and can be met through an internship.

Internships are normally completed off campus at a variety of business, government or not-for-profit organizations. For an internship to satisfy the ABLE requirement, it must be completed as part of enrollment in the following courses:

		Credits
FINA 490	Finance Internship	3
or		
BUAD 490	Business Internship	3

and must involve the students in working with an organization in a planned, progressive-development program for a minimum of 100 hours over a 10-week period.

Experiential learning opportunities provide applied business learning experiences and are associated with the following course:

		Credits
FINA 449	Practicum in Portfolio Management	3

For additional information concerning ABLE program requirements students should see the undergraduate programs coordinator in the Perdue School of Business.

4. Students who decide to pursue a second major/concentration/track must complete a minimum of 12 hours of new credits for each additional major/concentration/track.

5. Fulfill the following major requirements, **if no track is selected**. Students selecting a specialization track should complete the requirements listed under Financial Planning Track or Investments Track or Corporate Finance Track. With the approval of the chair of the Department of Economics and Finance, up to six credit hours of comparable courses may be transferred from an AACSB accredited school.

		Credits
FINA 440	Corporate Finance	3
FINA 441	Investments I	3
FINA 445	Financial Institutions and Markets	3
or		
ECON 331	Money and Banking	3
FINA 447	International Financial Management	3
Plus two electives from:		
FINA 312	Risk Management and Insurance	3
FINA 442	Financial Derivatives	3
FINA 443	Essentials of Real Estate	3
FINA 449	Practicum in Portfolio Management	3
One additional business elective from:		
ACCT 302	Cost Accounting I	3
ACCT 304	Intermediate Accounting I	3
ACCT 341	Federal Income Tax Accounting: Personal	3
BUAD 386	Business in its Global Setting	3
BUAD 396	Business Studies Abroad	3
ECON 305	Intermediate Macro-Theory	3
ECON 306	Intermediate Micro-Theory	3
ECON 370	Industrial Organization	3
ECON 410	The Economics of Health Care	3
ECON 430	Econometrics	3
ECON 441	International Economics	3
FINA 312	Risk Management and Insurance	3
FINA 442	Financial Derivatives	3
FINA 443	Essentials of Real Estate	3
FINA 449	Practicum in Portfolio Management	3
INFO 301	Business Applications Development	3
INFO 315	Project Management	3
INFO 340	Data Mining for Business Intelligence	3
INFO 370	Information Systems and Integrated Business Processes	3
MKTG 333	Sales Management	3
MGMT 428	Entrepreneurship	3

Financial Planning Track

Financial planning involves evaluating financial goals and developing comprehensive financial plans for individuals in a highly complex and regulated environment. With changes in the demographic characteristics of the U.S. population, and shifts in employment and retirement preparation trends, more and more people find themselves in a position of needing to apply sophisticated financial planning techniques to their personal economic affairs, such as college savings plans, retirement plans, estate planning, insurance needs assessment.

The Financial Planning Track is registered with Certified Financial Planner Board of Standards, Inc. (CFP Board) in Denver, CO. In September 2002, it became the first undergraduate degree program in financial planning to attain this distinction in the State of Maryland. This registration confers a special advantage on Perdue School graduates, allowing them to sit for the CFP® Certification Examination upon completion of our program.

Salisbury University does not certify individuals to use the CFP®, CERTIFIED FINANCIAL PLANNER™ and CFP (with flame logo)® certification marks. CFP certification is granted solely by Certified Financial Planner Board of Standards, Inc. to those individuals who, in addition to completing an educational requirement such as this CFP Board-Registered Program, have met ethics, experience and examination requirements.

Certified Financial Planner Board of Standards, Inc. owns the marks CFP®, CERTIFIED FINANCIAL PLANNER™ and CFP (with flame logo)® certification marks, which it awards to individuals who successfully complete initial and ongoing certification requirements.

In addition to completing major requirements 1-3, students in the Financial Planning Track must meet the following major requirements. With approval of the chair of the Department of Economics and Finance, up to six credit hours of comparable courses may be transferred from an AACSB accredited school.

		Credits
ACCT 341	Federal Income Tax Accounting: Personal	3
FINA 312	Risk Management and Insurance	3
FINA 441	Investments I	3
FINA 446	Retirement Planning	3
FINA 447	International Financial Management	3
FINA 448	Estate Planning	3
FINA 450	Case Studies in Personal Financial Planning	3

Investments Track

The Investments Track focuses on an understanding of various investment options and asset allocation decisions, evaluation of various securities, assessment of appropriate risk-return tradeoffs, and construction and management of efficient portfolios.

In addition to completing major requirements 1-3, students in the Investments Track must fulfill the following major requirements. With the approval of the chair of the Department of Economics and Finance, up to six credit hours of comparable courses may be transferred from an AACSB accredited schools.

		Credits
FINA 440	Corporate Finance	3
FINA 441	Investments I	3
FINA 442	Financial Derivatives	3
FINA 445	Financial Institutions and Markets	3
or		
ECON 331	Money and Banking	3
FINA 447	International Financial Management	3
FINA 449	Practicum in Portfolio Management	3

Plus one elective from:

		Credits
BUAD 386	Business in its Global Setting	3
BUAD 396	Business Studies Abroad	3
FINA 443	Essentials of Real Estate	3
FINA 446	Retirement Planning	3
FINA 448	Estate Planning	3
MKTG 333	Sales Management	3

Corporate Finance Track

The Corporate Finance Track focuses on decision making about the financial management of a firm on topics such as forecasting, budgeting, plant expansions, choice of securities to use to finance future acquisitions, evaluating merger/acquisition opportunities, etc. Students in this track normally follow a career path in the finance/treasury function of large corporations, government agencies, non-profit organizations, etc. Simultaneous completion of an accounting minor is highly recommended.

In addition to completing major requirements 1-3, students in the Corporate Finance Track must fulfill the following major requirements. With the approval of the chair of the Department of Economics and Finance, up to six credit hours of comparable courses may be transferred from an AACSB accredited school.

		Credits
ACCT 302	Cost Accounting I	3
ACCT 304	Intermediate Accounting I	3
FINA 440	Corporate Finance	3
FINA 441	Investments I	3
FINA 442	Financial Derivatives	3
FINA 447	International Financial Management	3

Plus one elective from:

		Credits
ACCT 305*	Intermediate Accounting II	3
ACCT 420*	Accounting Information Systems	3
ACCT 430*	International Accounting	3
ACCT 435*	Accounting in its Global Setting	3
BUAD 386	Business in its Global Setting	3
BUAD 396	Business Studies Abroad	3
ECON 331	Money and Banking	3
FINA 445	Financial Institutions and Markets	3
INFO 315	Project Management	3
INFO 340	Data Mining for Business Intelligence	3
INFO 370	Information Systems and Integrated Business Processes	3

* Selecting one of these electives results in an accounting minor.

INFORMATION SYSTEMS

Department of Information and Decision Sciences

Dr. Kathleen M. Wright, Chair
410-543-6143

The information systems major addresses information analysis, business system design and information systems management. The program curriculum emphasizes business and organizational studies as well as information systems technology. Students are prepared to enter careers in areas relating to developing, maintaining and using information in a variety of organizational settings.

Students become familiar with modern computer technology and how appropriate hardware and software are integrated into analyzing business problems. Students learn how to apply computers, software and systems techniques to solve information systems problems within organizations and provide managers with the information needed for operational and strategic decisions. The major balances theory and application to prepare students for careers in private-sector or public-sector positions such as business systems analysts, information resource managers, database and network administrators.

The undergraduate information systems curriculum consists of a lower-division (pre-professional) core, upper-division (professional) core, special requirements and information systems requirements. The pre-professional curricular requirements enable majors to acquire a common body of knowledge essential to successful completion of the professional program coursework.

Students majoring in information systems must meet the following requirements with grades of C or better and may repeat courses only once:

1. Complete the pre-professional core requirements and be admitted into the upper-division professional program.

2. Complete the following professional core:

		Credits
FINA 311	Financial Management	3
INFO 326	Operations Management	3
MGMT 320	Management and Organizational Behavior (must take BUAD 300 as a corequisite)	3
BUAD 300	Personal and Professional Development	1
MGMT 325	Business and Society	3
MGMT 492	Strategic Management (must take BUAD 400 as a corequisite)	3
BUAD 400	Business Student Professional Portfolio	0
MKTG 330	Principles of Marketing Management	3

3. Satisfy the following special requirements:

▸ International Requirement

One of the following courses:

		Credits
ACCT 430	International Accounting	3
ACCT 435	Accounting in its Global Setting	3
BUAD 386	Business in its Global Setting	3
BUAD 396	Business Studies Abroad	3
ECON 441	International Economics	3
FINA 447	International Financial Management	3
INFO 465	Global Information Systems Management	3
MGMT 422	Management of the Multinational Business	3
MKTG 423	International Marketing	3

▸ ABLE Requirement

The applied business learning experience (ABLE) is normally completed during the second semester of the junior year or the first semester of the senior year and can be met through either an internship or experiential project.

Internships are normally completed off campus at a variety of businesses, government or not-for-profit organizations. For an internship to satisfy the ABLE requirement, it must be completed as part of enrollment in the following course:

		Credits
INFO 490	Information Systems Internship	3

and must involve the student in working with an organization in a planned, progressive-development program for a minimum of 100 hours over a 10-week period.

Experiential projects provide applied business learning experiences and are associated with the following course:

		Credits
INFO 476	Information Systems Development and Implementation	3

For additional information concerning ABLE program requirements, students should see the undergraduate programs coordinator.

4. Fulfill the following major requirements with grades of C or better (with approval of the chair of the Department of Information and Decision Sciences, up to six credit hours of comparable courses may be transferred from an AACSB-accredited school):

		Credits
INFO 301	Business Applications Development	3
INFO 311	Business Systems Analysis	3

plus four of the following electives:

		Credits
ACCT 420	Accounting Information Systems	3
COSC 320	Advanced Data Structures and Algorithm Analysis	3
INFO 315	Project Management	3
INFO 338	Special Topics	3
INFO 340	Data Mining for Business Intelligence	3
INFO 350	Web Analysis and Design	3
INFO 385	Data Communications and Networking	3
INFO 386	Database Management Systems	3
INFO 395	Managerial Decision Support Systems with VBA	3
INFO 401	Interactive Web Development	3
INFO 440	Storage Technology Fundamentals	3
INFO 450	Computer Hardware and OS Technologies	3
INFO 465	Global Information Systems Management	3
INFO 370	Information Systems and Integrated Business Processes	3
INFO 480	Seminar in Information Systems	3
INFO 485	Advanced Seminar on Networking	3
INFO 494	Directed Study in Management Information Systems	1-3

5. Students who decide to pursue a second major/concentration/track must complete a minimum of 12 hours of new credits for each additional major/concentration/track.

▸ Checklist

For a major checklist visit www.salisbury.edu/checklists.

MANAGEMENT

Department of Management and Marketing

Dr. Frank Shipper, Chair
410-543-6333

The management major prepares students with a blend of theory and applied skills for entry-level management or administrative positions. Through the selection of electives in the major, students can focus on small business management and entrepreneurship or human resource management. Students majoring in management complete a management internship to gain experience in the actual practice of management.

Management courses include such topics as the management of human resources, finances, raw materials and information. Management students learn to set goals, formulate strategies, motivate people and monitor performance.

The undergraduate management curriculum consists of a lower-division (pre-professional) core, upper-division (professional) core, special requirements and management major requirements. The pre-professional curricular requirements enable majors to acquire a common body of knowledge essential to successful completion of the professional program coursework.

Students majoring in management must meet the following requirements with grades of C or better and may repeat courses only once:

1. Complete the pre-professional core requirements and be admitted into the upper-division professional program.

2. Complete the following professional core:

		Credits
BUAD 300	Personal and Professional Development	1
BUAD 400	Business Student Professional Portfolio	0
FINA 311	Financial Management	3
INFO 326	Operations Management	3
MGMT 320	Management and Organizational Behavior (must take BUAD 300 as a corequisite)	3
MGMT 325	Business and Society	3
MGMT 492	Strategic Management (must take BUAD 400 as a corequisite)	3
MKTG 330	Principles of Marketing Management	3

3. Satisfy the following special requirement:

▸ ABLE Requirement

The applied business learning experience (ABLE) is normally completed during the second semester of the junior year or the first semester of the senior year and can be met through an internship. Internships are normally completed off campus at a variety of business, government or not-for-profit organizations. For an internship to satisfy the ABLE requirement, it must be completed as part of enrollment in the following course:

		Credits
BUAD 490	Business Internship	3
or		
MGMT 490	Management Internship	3

Internship must involve the students in working with an organization in a planned, progressive development program for a minimum of 100 hours over a 10-week period.

4. Complete the following major requirements:

▸ Required Specialization Courses

		Credits
MGMT 422	Management of the Multinational Business	3
MGMT 425	Applied Organizational Science	3
MGMT 428	Entrepreneurship	3
or		
MGMT 350	Human Resource Management	3

(Students taking both MGMT 428 and MGMT 350 may count the second as an elective specialization course. See the following.)

▸ Elective Specialization Courses

Choose three from the following:

		Credits
ACCT 302	Cost Accounting	3
BUAD 345	Purchasing and Materials Management	3
BUAD 386	Business in its Global Setting (Winter-travel)	3
BUAD 396	Business Studies Abroad	3
BUAD 410	Health Care Management and Marketing	3
INFO 315	Project Management	3
MGMT 338	Special Topics in Management	3
MGMT 429	Small Business Consulting	3
MGMT 451	Staffing Organizations	3
MGMT 452	Employee-Management Relations	3
MGMT 453	Compensation	3

(Students taking both MGMT 428 and MGMT 350 may count the second as an elective specialization course.)

5. Students who decide to pursue a second major/concentration/track must complete a minimum of 12 hours of new credits for each additional major/concentration/track.

Human Resource Management Track

Human resource management (HRM) involves the strategic management of employees who, individually and collectively, contribute to the attainment of the strategic objectives of the organization. HRM enables the organization to achieve its strategic goals by attracting, developing, motivating and retaining its employees, and by functioning as the mediator between the organization's management and its employees. As organi-

zations have increasingly realized the impact that the human resources function can have on the bottom line, HR has become an essential and growing field within organizations. Accordingly, the HR profession is projected by the Department of Labor to continue to grow.

The track requires completion of all the basic requirements for a management major, as well as the required and elective courses listed here. Completion of the track prepares graduates to be competitive candidates for entry-level professional HR positions in any organization, both within the private and public sectors, immediately upon graduation. They will also be well-prepared to successfully complete HR certification exams upon completion of the required practical experience.

▸ Track Requirements (5 courses)

		Credits
MGMT 350	Human Resource Management	3
MGMT 451	Staffing in Organizations	3
MGMT 452	Employee-Management Relations	3
MGMT 453	Compensation	3
MGMT 338*	Special Topics in Management: Training and Development	3
or		
MGMT 454*	Negotiation	3

* Students taking both MGMT 338 and 454 may count the second toward the Human Resources Track elective.

▸ Track Elective (1 course from the following)

		Credits
CADR 401	Dispute Systems Design	3
MGMT 425	Applied Organizational Science	3
	Other approved human resource electives	3

▸ Checklist

For a major checklist visit www.salisbury.edu/checklists.

MARKETING

Department of Management and Marketing

Dr. Frank Shipper, Chair
410-543-6333

The marketing major prepares students for entry into a variety of marketing and business careers. Marketing provides products—goods, services and ideas—to satisfy customer needs. Through the marketing process, organizations determine what products they will offer, communicate information about their products, establish prices for their products, and make their products available when and where customers want them.

Marketing courses help prepare students to work in areas such as advertising, sales, market research, product planning, purchasing, transportation and public relations. Marketing skills are applicable in virtually all types of organizations.

The undergraduate marketing curriculum consists of a lower-division (pre-professional) core, upper-division (professional) core, special requirements and marketing major requirements. The pre-professional curricular requirements enable majors to acquire a common body of knowledge essential to successful completion of the professional program coursework.

Students majoring in marketing must meet the following requirements with grades of C or better and may repeat courses only once:

1. Complete the pre-professional core requirements and be admitted into the upper-division professional program.
2. Complete the following professional core:

		Credits
BUAD 300	Personal and Professional Development	1
BUAD 400	Business Student Professional Portfolio	0
FINA 311	Financial Management	3
INFO 326	Operations Management	3
MGMT 320	Management and Organizational Behavior (must take BUAD 300 as a corequisite)	3
MGMT 325	Business and Society	3
MGMT 492	Strategic Management (must take BUAD 400 as a corequisite)	3
MKTG 330	Principles of Marketing Management	3

3. Satisfy the following special requirement:

▸ ABLE Requirement

The applied business learning experience (ABLE) is normally completed during the second semester of the junior year or the first semester of the senior year and can be met through an internship. Internships are normally completed off campus at a variety of business, government or not-for-profit organizations. For an internship to satisfy the ABLE requirement, it must be completed as part of enrollment in the following course:

		Credits
MKTG 490	Marketing Internship	3
or		
BUAD 490	Business Internship	3

Internship must involve the students working with an organization in a planned, progressive-development program for a minimum of 100 hours over a 10-week period.

4. Complete the following major requirements:

▸ Required Specialization Courses

		Credits
MKTG 335	Marketing Research	3
MKTG 423	International Marketing	3
MKTG 430	Marketing Management Strategy	3

▸ Elective Specialization Courses

Choose three from the following:

		Credits
BUAD 345	Purchasing and Materials Management	3
BUAD 386	Business in its Global Setting (Winter-travel)	3
BUAD 396	Business Studies Abroad	3
BUAD 410	Health Care Management and Marketing	3
INFO 315	Project Management	3
INFO 340	Data Mining	3
MKTG 331	Advertising and Promotions	3
MKTG 332	Consumer Behavior	3
MKTG 333	Sales Management	3
MKTG 334	Principles of Retailing	3
MKTG 338	Special Topics in Marketing	3
MKTG 401	Business Marketing	3
MKTG 439	Senior Marketing Seminar	3

5. Students who decide to pursue a second major/concentration/track must complete a minimum of 12 hours of new credits for each additional major/concentration/track.

▸ Checklist

For a major checklist visit www.salisbury.edu/checklists.

Graduate Program

Yvonne Downie, M.B.A. Director
410-548-3983

MASTER OF BUSINESS ADMINISTRATION

The Perdue School has developed a highly effective business education system committed to an emphasis on the entrepreneurial spirit, integration of theoretical and applied study, and community-based experience.

The Perdue School M.B.A. is valued for its rigor, flexibility and innovative curriculum. The degree is typically completed on a part-time basis; an accelerated one-year, full-time program is an option for students who have completed the foundation course requirements. The M.B.A. program offers learners opportunities to enrich the student's knowledge and application of functional business studies while incorporating essential themes into the program such as globalization, social responsibility, and environmental and technological influences on business.

The goal of the Perdue School of Business M.B.A. program is to prepare aspiring and practicing managers with the skills to succeed as business executives and leaders. The curriculum encourages students to think clearly, show sound judgment, communicate effectively, and develop interpersonal and decision-making skills.

Students earning an M.B.A. are able to:

1. Integrate knowledge and skills of the functional areas of business (e.g. accounting, economics, finance, management and marketing) to implement business decisions.
2. Identify and analyze problems and apply critical thinking skills to solve problems.
3. Assess the long-term social, legal and ethical implications of management initiatives.
4. Interpret the role of internationalization on business strategy.
5. Apply technology for the purposes of decision-making and increasing efficiency and competitiveness in an organization.
6. Develop leadership and teamwork skills critical to the improvement of organizational performance.

▸ Admission

Admission to the Master of Business Administration (M.B.A.) at SU requires an application to graduate studies; the application fee; official transcripts from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application requirements specified by the Business School:

A. Two letters of recommendation from individuals qualified to judge the applicants ability to do graduate work in business;

B. Resume;

C. Essay: reason that pursuing a master's degree will meet the student's personal, professional and academic goals and how the student feels he/she will contribute to the graduate program (maximum of two pages double-spaced); and

D. A minimum Graduate Management Admissions Test (GMAT) score of 400.

The minimum standard for admission is the attainment of a total score of at least 1,000 points based on the following formula: 200 X [overall GPA (on a 4.0 scale)] + GMAT score; or at least 1,050 points based on the following formula: 200 X (upper-division GPA) + GMAT score.

Additional points may be added to the GMAT formula totals above for work experience at the rate of 10 points per year for qualified employment up to a maximum of 50 points total. Qualified work experience is defined as middle-management level or higher. Any applicants with questionable work experience will have their credentials reviewed by the M.B.A. committee. Attainment of point totals above does not guarantee admission.

All application requirements are due by March 1 for summer or fall admission.

▸ Provisional Admission I

Applicants with a minimum 3.25 overall GPA or at least a 3.50 upper-division GPA may enroll prior to taking the GMAT for a maximum of six credit hours of M.B.A. courses (600 level), for a maximum of one semester, provided space is available. No student may register for a second term unless the GMAT score has been received by the graduate program director.

▸ Provisional Admission II

Provisional admission may be granted to applicants who have not yet completed the required foundation undergraduate courses listed below or their equivalents but who meet one of the required totals shown in section D above and all other application requirements. Students in this category should apply for admission as soon as possible so that a specific, individualized plan for satisfying foundation requirements may be developed in consultation with the graduate program director. Provisionally admitted students may, with the approval of the program director, take a maximum of six credit hours of M.B.A. courses (600-level), for a maximum of one semester, and must maintain a cumulative grade point average of 3.0 in undergraduate M.B.A. foundation courses with no grade less than C.

▸ Basic Skills Expected of Incoming M.B.A. Students

In addition to meeting the standards for admission listed above, M.B.A. students should bring to their graduate business studies the following skills to ensure success in the program:

1. Quantitative skills: A knowledge of algebra and basic calculus.
2. Verbal skills: The ability to collect relevant information, organize thoughts and communicate clearly.
3. Computer skills: Competence in word processing and spread sheets. These skills may be obtained or enhanced by study and preparation before admission, or early in the program of study by utilizing the many programs, courses and training sessions offered at the University.
4. Information systems literacy: A student should be able to describe information technologies and discuss information systems applications with their peers.

These skills will be evaluated and assessed by the M.B.A. program director and appropriate department chair. Recommendations for review courses will be made based on a review of undergraduate coursework, professional experience

and the analytical writing assessment score from the GMAT exam.

Program Requirements

The Perdue School offers the M.B.A. program on the home campus of Salisbury University and, beginning spring 2009, off site at the Eastern Shore Higher Education Center (ESHEC) located at Chesapeake College. The course requirements for the two programs are divided among the following categories:

▸ Home Campus and ESHEC at Chesapeake College Programs

FOUNDATION COURSES (25 CREDITS)*

		Credits
ACCT 201	Principles of Accounting I	3
ECON 211	Microeconomics	3
or		
ECON 150	Principles of Economics	3
FINA 311	Financial Management	3
INFO 326	Production and Operations Management	3
MATH 155	Modern Statistics with Computer Analysis	3
MATH 201**	Calculus I	4
MGMT 320	Management and Organizational Behavior	3
MKTG 330	Principles of Marketing Management	3

*Any foundation course may be waived if the student has completed an undergraduate or graduate survey course with similar coverage with a grade of C or better. A waiver exam may be taken to validate an undergraduate course that does not meet the grade requirement, or when the student has acquired the knowledge covered in a core course without having earned academic credit. Students may take a waiver exam with permission of the graduate program director.

**May substitute both MATH 160, Applied Calculus, and INFO 281, Business Statistics.

▸ Home Campus and ESHEC at Chesapeake College Programs

CORE COURSES (26-27 CREDITS)

		Credits
ACCT 604	Accounting for Decision Making	2
ACCT 618	Strategic Issues in Accounting and Finance	2
BUAD 599	Introduction to Business Skills	1
BUAD 686	Global Business (overseas travel course)	3
or		
BUAD 696	Graduate Business Study Abroad	3
or		
MGMT 616	The Global Environment of Business	2
ECON 606	Economics of Managerial Decision Making	2
ECON 610	Money and Banking and the Macroeconomy	2
FINA 626	Managerial Finance	2
INFO 602	Management Decision Making	2
INFO 620	Enterprise Systems	2
MGMT 608	Development of Teamwork, Managerial and Leadership Skills	2
MGMT 612	Managing the Firm: Integrated Perspectives	1
MGMT 622	Business Ethics and Corporate Social Responsibility	2
MGMT 624	Developing High-Performing Organizations	2
MKTG 614	Strategic Marketing Management	2

CAPSTONE COURSES (6 CREDITS)

		Credits
BUAD 695	Project Consulting (taken twice)	2
MGMT 628	Managing Strategically	2

ELECTIVE (2 CREDITS)

Students must complete two elective hours of 600-level M.B.A. courses.

General Information

▸ Progression Standards

While matriculating, fully admitted students must maintain a cumulative GPA of at least 3.0 in 600-level courses with no grade less than C. To be eligible to receive the M.B.A., the graduate student must complete the home campus general M.B.A. (34-35 hours - with a minimum of 24 hours completed at SU or if completing a dual-degree program with a Perdue School sister institution, a minimum of 21 hours at SU) or the ESHEC at Chesapeake College (30 hours - with a minimum of 21 hours completed in the ESHEC program) with a cumulative grade point average of at least 3.0 with no grade lower than C and with no more than six credit hours below B. All requirements for the M.B.A., including transfer credits, must be completed within seven years of the end of the semester in which M.B.A. coursework began. Transfer credit must be from an AACSB-International accredited program and is subject to approval by the M.B.A. program director.

▸ Financial Assistance

Awarded on the basis of academic achievement, a limited number of graduate assistantships are available for M.B.A. students. These are awarded only to students fully admitted into the program (i.e., not provisionally admitted). Applications are available from the graduate program director in the Franklin P. Perdue School of Business or online at http://mba.salisbury.edu.

Samuel W. and Marilyn C. Seidel

Seidel School of Education and Professional Studies

Office of the Dean
TETC Room 354F, 410-543-6335

Dr. Carol Wood, Associate Dean
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Majors & Minors

Bachelor of Arts in Social Work

Bachelor of Science
- Athletic Training
- Early Childhood Education
- Early Childhood/Elementary Education Double Major
- Elementary Education
- Exercise Science
- Health Education
- Physical Education

Minors
- Athletic Coaching
- Creative Arts
- Exercise Science
- Health
- Middle School Science Education
- Outdoor Education Leadership
- Social Studies

Master of Arts in Teaching

Master of Education in Curriculum and Instruction

Master of Education in Educational Leadership

Master of Education Reading Specialist

Master of Science
- Mathematics Education

Master of Social Work

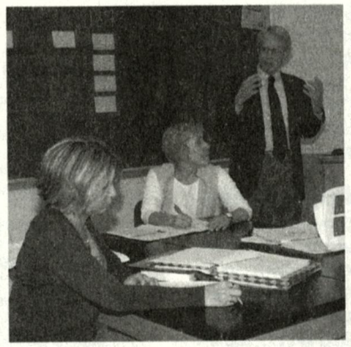
Certification Tracks

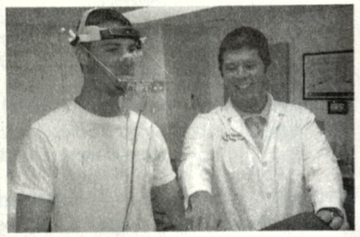
Bachelor of Arts 7-12
- English
- French
- Spanish
- History

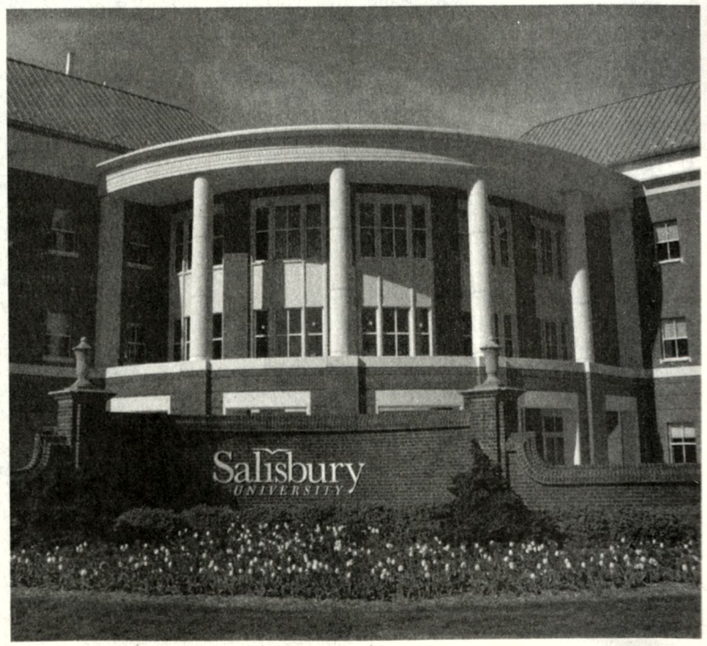
Bachelor of Science 7-12
- Biology
- Chemistry
- Earth Science
- Mathematics
- Physics

Bachelor of Arts K-12
- Music
- ESOL

Bachelor of Science K-12
- Physical Education
- Health Education







www.salisbury.edu/seidel

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School Information

Programs in the Seidel School of Education and Professional Studies date from the University's beginnings as a school for the professional preparation of teachers. The missions of the school's departments and centers are derived from the University Mission, which commits the institution to providing students with a foundational integrated curriculum in the humanities, social and natural sciences, and mathematics; and to preparing them to work confidently and effectively in their chosen careers. The primary objectives of the school, therefore, are to provide initial and continuing education that ensures professionally competent teachers, health fitness providers, athletic trainers, social workers and school administrators who will become cooperative, innovative leaders dedicated to community service and excellence. The Seidel School is also committed to collaborating with local school districts and community agencies to serve students, clients and consumers.

The Seidel School of Education and Professional Studies was endowed by Samuel and Marilyn Seidel in March 1997. A longtime Salisbury businessman and civic leader, Sam Seidel started his career as a teacher and went on to establish the largest privately owned insurance operation in Maryland. Marilyn Seidel, class of '54, worked locally in nursing. The Seidels' three children are also graduates of Salisbury University. In addition to the school endowment, the Seidels have provided numerous scholarships for SU students.

All of the school's programs interface with the community in special and unique ways and rely on community institutions, agencies and settings for the field components. Whether in teacher education, health and fitness, social work or other professional realms, the integration of theory and practice takes place in field sites generously provided by the University's surrounding community.

The Master of Arts in Teaching and social work programs are cooperative with the University of Maryland Eastern Shore. The institutions' dual degree program in sociology/social work has been in operation since 1990, and a cooperative Master of Arts in Teaching was implemented in summer 1996.

Scholarships and awards available in the school include the following:

Christopher Scholars in Education
Johnson Scholarship in Education
Seidel Scholars Program in Education
Carey-Simmons Education Scholarship
Simonds and May Scholarship

Hunter Smith Senior Award
Hunter Smith Scholarship
Worcester County Teachers' Association Grant
Outstanding Senior Student Athletic Trainer Award
Physical Education Excellence Award
Social Work Student of the Year Award
Stephen Michael Emery Scholarship in Social Work
E. Pauline Riall Achievement Award
Anne H. Matthews Soroptimist Award
Caruthers Memorial Fund Scholarship
Worcester County Teachers Association Scholarship
Salisbury University Scholar Athlete Award

Accreditation

Both the Master of Social Work and the Bachelor of Arts in Social Work programs are accredited by the Council on Social Work Education (CSWE). The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). All teacher education and school personnel programs are accredited by the National Council for Accreditation of Teacher Education and are approved by the Maryland State Department of Education. The exercise science program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Honorary and Professional Organizations

Student National Education Association
Kappa Delta Pi (honor society in education)
Social Work Club
Phi Alpha (honor society in social work)
Physical Education Majors' Society
Phi Epsilon Kappa (honor society in physical education)
Exercise Science Club
Athletic Training Club
Phi Gamma Mu

Departments

EDUCATION SPECIALTIES

Undergraduate: Secondary K-12 Certifications
Graduate: M.A.T Secondary/K-12 Certifications, M.Ed. Curriculum and Instruction, Educational Leadership, Reading Specialist

Chair
Professor Nancy L. Michelson, Ph.D.; State University of New York at Albany
Professors
Joel T. Jenne, Ph.D.; State University of New York at Albany
Patricia O. Richards, D.Ed.; Lehigh University
Starlin D. Weaver, Ph.D.; Virginia Polytechnic Institute and State University
Associate Professors
Gwen P. Beegle, Ph.D.; University of Kansas
Douglas M. DeWitt, Ph.D.; Claremont Graduate University
Theodore Gilkey, Ed.D.; University of Rochester
Randall E. Groth, Ph.D.; Illinois State University
Laura Marasco, Ph.D.; University of Colorado
Regina Royer, Ed.D.; University of Delaware
Diana M. Wagner, Ed.D.; University of Delaware
Joyce Wiencek, Ph.D.; University of Maryland College Park
Assistant Professors
Kenneth R. Milner, Ed.D.; University of Massachusetts
Ron R. Siers Jr., Ph.D.; University of Maryland Eastern Shore

The Department of Education Specialties offers graduate education programs and undergraduate programs leading to secondary education certification in a number of liberal arts and science disciplines including biology, chemistry, earth science, English, French, history, mathematics, physics and Spanish. K-12 certification programs in ESOL, music, health and physical education are offered by the English, Music, and Health and Sport Sciences departments.

In addition, the department offers nationally accredited graduate programs. The Master of Arts in Teaching program leading to certification in K-12 and secondary education is designed for career changers who possess a baccalaureate degree in an academic content area. Programs in biology, chemistry, earth science, English, French, health, history, mathematics, physical education, physics and Spanish are available. The Master of Education in Curriculum and Instruction Program is tailored to in-service teachers wishing to enhance their pedagogical skills. The department also offers advanced certification programs in educational leadership and reading specialist.

All teacher education and school personnel programs are accredited by the National Council for Accreditation of Teacher Education and are approved by the Maryland State Department of Education. Prospective students who are interested in the M.Ed. for professional goals that require that Master of Education but are not planning a career in pre-K-12 schools should apply for the M.Ed. in Curriculum and Instruction: Post-Secondary Track.

Requirements to education programs may change due to accreditation demands. Information about program changes may be verified with the education advisors.

The Education Specialties Department faculty is committed to preparing classroom teachers and other educational personnel. The department's programs are designed with the following goals:

1. Provide for the individualization of instruction of teachers and prospective teachers during their professional training.
2. Encourage the emergence of a personal teaching style on the part of each teacher and prospective teacher.
3. Assist teachers and prospective teachers in developing as reflective persons who, when confronted with a teaching problem, carefully identify the problem, take steps to accurately and systematically assess the problem, generate alternative solutions to the problem and choose an appropriate resolution on the basis of its desirable implications and consequences.
4. Gather evidence that prospective teachers can bring about desired learning in students before they assume full responsibility for a classroom.
5. Help prospective teachers develop self-confidence and competence as effective learners and teachers.
6. Emphasize the importance of increasing interaction and collaboration among teachers, new and experienced, in resolving educational problems.
7. Prepare teachers who are responsible agents of educational change.

Conceptual Framework: Competent, Caring, Committed

As a professional learning community, our charge is to serve our candidates and our local school partners. This mission is grounded in shared professional dispositions and in a tradition of caring that can be traced to the University's origins as a normal school founded in 1925. There are four interdependent themes in this tradition that provide the foundation for our current practices and future growth:

- **Informed and reflective pedagogy:** We believe in teachers and decision-makers. Through careful preparation and a thorough grounding in research and best practices, we support candidates and collaborative partners who are disposed to question and reflect continuously in pursuit of sound educational judgments.
- **Enhanced student learning:** We celebrate human diversity and we are passionately committed to the belief that skilled and caring educators enhance learning and achievement when they recognize, appreciate and build upon the individual strengths and differences of every learner.
- **Scholarship:** We are committed to academic excellence, ongoing scholarly inquiry and integrity in our own work, in the efforts of our candidates, and by extension, in the primary mission of student learning in local schools.
- **Collaboration:** We believe that the integrated mission of preparing teachers, advancing the knowledge base, supporting teachers' professional development and improving student achievement in P-12 schools can best be accomplished through carefully coordinated partnerships that include all stakeholders in the greater educational community.

HEALTH AND SPORT SCIENCES

Majors: Athletic Training, Exercise Science, Health Education, Physical Education
Minors: Athletic Coaching, Exercise Science, Health, Outdoor Education Leadership
(See "Undergraduate Minors" section for details.)

Chair
Associate Professor Kelly A. Fiala, Ph.D.; University of Connecticut
Professor
Carol A. Wood, Ph.D.; Louisiana State University
Associate Professors
Grady Armstrong, Ed.D., New York University
John J. LaManca, Ph.D.; Florida State University
Scott Mazzetti, Ph.D.; Ball State University
Donna Ritenour, Ed.D.; Western Michigan University
Thomas P. Stitcher, Ed.D.; University of North Texas
Dean Ravizza, Ph.D.; Virginia Polytechnic Institute and State University
Assistant Professors
Eric J. Carpenter, Ed.D.; University of Massachusetts-Amherst
Brent F. Fedorko, Ph.D.; University of Pittsburgh
Lincoln Gibbs, Ed.D.; Northern Illinois University
Lisa M. Mealey, Ph.D.; University of Pittsburgh
Brandye D. Nobiling, Ph.D.; Southern Illinois University Carbondale
Yoojin Choi, Ed.D.; West Virginia University

The Department of Health and Sport Sciences offers programs leading to the Bachelor of Science, preparing students to work confidently and effectively in physical education, health education, exercise science, athletic training and related fields. All University students are invited to pursue the department's health, athletic coaching, exercise science and outdoor education leadership minors.

The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). All teacher education and school personnel programs are accredited by the National Council for Accreditation of Teacher Education and are approved by the Maryland State Department of Education. The exercise science program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

The department attracts top-quality students into an environment conducive to learning socially, physically and mentally. Requirements to programs may change due to accreditation demands. Information about program changes may be verified with faculty advisors.

SOCIAL WORK

Major: Social Work
Graduate: Master of Social Work

Chair
Associate Professor Deborah Ann Mathews, Ph.D.;
University of Maryland
Associate Chair & Graduate Program Director
Associate Professor Vicki B. Root, D.Ed.; Pennsylvania State University
Undergraduate Program Director
Associate Professor Batya Hyman, Ph.D.; Brandeis University
Assistant Clinical Professor & Field Education Director
Jennifer O. Wright, M.S.W.; University of Maryland
Professor
James Forte, Ph.D.; Virginia Commonwealth University
Marvin G. Tossey, Ph.D.; University of Maryland
Associate Professor
Joyce Bell, Ph.D.; The Catholic University of America
Assistant Professors
Rachel Buchanan, Ph.D.; University of North Carolina at Chapel Hill
Dawn Higgins, Ph.D.; The Catholic University of America
Margo A. Kushner, Ph.D.; University of Calgary
Kimberly van Vulpen, M.S.W.; University of Maryland
Victoria Venable, Ph.D.; Ohio State University
Instructors
Sally Hellane, M.S.W.; University of Maryland
Cynthia Wingate, M.S.S.W.; University of Texas at Arlington
Cathy Woodward, M.S.W.; Salisbury University
Lecturers
Eileen Gilheany, M.S.; Virginia Commonwealth University
Amy Habeger, M.S.W.; Salisbury University
Brenda J. Jorden, M.S.W.; Salisbury University

Social work is a dynamic-growth profession based upon knowledge drawn from its own experience and from the social sciences. It has a code of ethics, practice standards and a nationwide system of accredited education programs.

Social workers are people who care about the needs of others, including those who are not always successful or cooperative. Members of this profession have the knowledge, skills and values to work with a wide range of people and problems. Help for an individual or a family can be as simple as an interview and as complex as promoting change in a large bureaucracy. Social workers are found in such diverse fields as mental health, child welfare, health care, public welfare, family services, developmental disabilities, services to older people, justice and substance abuse.

The Department of Social Work undergraduate program, accredited since 1974 by the Council on Social Work Education, prepares graduates for entry-level generalist social work practice and advanced graduate education. The department helps students develop their intellectual capacities and practice skill so that they become effective professionals and responsible citizens, and recognizes its responsibility to teach and encourage ethical behavior. Graduates of the program are awarded a Bachelor of Arts in Social Work.

The Master of Social Work program, accredited by the Council on Social Work Education in 2004, prepares professional social workers to engage in community-based direct practice with individuals, families and groups. The mission of the program is to educate ethical, competent practitioners who can work with a high degree of autonomy and skill. Graduates of the program are awarded a Master of Social Work.

TEACHER EDUCATION

Majors: Early Childhood Education, Early Childhood/Elementary Education Double Major, Elementary Education

Chair
Professor Ernest Bond, Ph.D.; Ohio State University
Professors
Laurie Andes, Ed.D; University of Maryland College Park
Keith J. Conners, Ph.D.; University of Connecticut
Edward Robeck, Ph.D.; University of British Columbia Vancouver
Associate Professors
Claudia R. Burgess, Ph.D.; University of Illinois at Urbana
Chin Hsiu Chen, Ph.D.; University of Victoria, British Columbia
Patricia K. Dean, Ph.D.; Pennsylvania State University
Teena Gorrow, Ed.D.; University of Maryland College Park
Althea Pennerman, Ph.D.; University of South Alabama
Assistant Professors
Leticia E. Ortega, Ph.D.; Pennsylvania State University
Diallo D. Sessoms, Ph.D.; University of Virginia
Brandy J. Terrill, Ph.D.; University of Delaware
Lecturers
Sara Elburn, M.S.; Johns Hopkins University

The Department of Teacher Education offers programs leading to the Bachelor of Science in early childhood education, elementary education and a double major in early childhood and elementary education.

All teacher education and school personnel programs are accredited by the National Council for Accreditation of Teacher Education and are approved by the Maryland State Department of Education. Requirements to education programs may change due to accreditation demands. Information about program changes may be verified with the education advisors.

The education faculty is committed to preparing classroom teachers. The department's programs are designed with the following goals:

1. Provide for the individualization of instruction of prospective teachers during their professional training.
2. Encourage the emergence of a personal teaching style on the part of each teacher in training.
3. Gather evidence that prospective teachers can bring about desired learning in students before they assume full responsibility for a classroom.
4. Assist prospective teachers in developing as reflective persons who, when confronted with a teaching problem, carefully identify the problem, take steps to accurately and systematically assess the problem, generate alternative solutions to the problem and choose an appropriate resolution on the basis of its desirable implications and consequences.
5. Help prospective teachers develop self-confidence and competence as effective learners and teachers.
6. Emphasize the importance of increasing interaction and collaboration among teachers, new and experienced, in resolving educational problems.
7. Prepare prospective teachers who are responsible agents of educational change.

Conceptual Framework: Competent, Caring, Committed

As a professional learning community, our charge is to serve our candidates and our local school partners. This mission is grounded in shared professional dispositions and in a tradition of caring that can be traced to the University's origins as a normal school founded in 1925. There are four interdependent themes in this tradition that provide the foundation for our current practices and future growth.

Informed and reflective pedagogy: We believe in teachers as decision-makers. Through careful preparation and a thorough grounding in research and best practices, we support candidates and collaborative partners who are disposed to question and reflect continuously in pursuit of sound educational judgments.

Enhanced student learning: We celebrate human diversity and we are passionately committed to the belief that skilled and caring educators enhance learning and achievement when they recognize, appreciate and build upon the individual strengths and differences of every learner.

Scholarship: We are committed to academic excellence, ongoing scholarly inquiry, and integrity in our own work, in the efforts of our candidates, and by extension, in the primary mission of student learning in local schools.

Collaboration: We believe that the integrated mission of preparing teachers, advancing the knowledge base, supporting teachers' professional development and improving student achievement in P-12 schools can best be accomplished through carefully coordinated partnerships that include all stakeholders in the greater educational community.

Undergraduate Majors

ATHLETIC TRAINING

Department of Health and Sport Sciences

Dr. Donna Ritenour, Program Director
410-543-6348

The Bachelor of Science in athletic training is meant to prepare students for the healthcare profession of athletic training. A degree in athletic training provides students with the competencies and proficiencies necessary to provide comprehensive athletic training services, including patient education and prevention, evaluation, rehabilitation and treatment of injuries. The athletic training major is accredited by the Commission on Accreditation of Athletic Training (CAATE). Upon program completion, students are eligible for the Board of Certification Examination (BOC). Athletic training is housed in the Health and Sport Sciences Department. For the most up to date information visit the athletic training Web site linked from the Seidel School at www.salisbury.edu/seidel.

The athletic training major requires the following:

1. Complete the following prerequisites and core courses with grades of C or better:

		Credits
ATTR 245	Anatomy of Human Movement	4
ATTR 301	Clinical Practice Research	4
BIOL 215	Human Anatomy and Physiology I	4
BIOL 216	Human Anatomy and Physiology II	4
CHEM 121	General Chemistry I	4
or		
PHYS 121	General Physics I	4
CMAT 100	Fundamentals of Communication	4
or		
CMAT 205	Interpersonal Communication	4
or		
CMAT 250	Instructional Communication	4
EXSC 250	Strength Training Techniques and Program Design	4
EXSC 344	Exercise Physiology	4
HLTH 317	Nutrition, Health and Human Performance	4
MATH 155	Modern Statistics with Computer Analysis	3
PHEC 106	Personalized Health and Fitness	3
PSYC 101	General Psychology	4

2. Apply for formal admission to the athletic training program prior to participation in the clinical education experience (see the Athletic Training Program director and the *SU Athletic Training Student Procedure Manual* for details).

3. Complete the following courses with grades of C or better:

		Credits
ATTR 210	Foundations of Athletic Training (ATTR 210 must be completed at SU)	4
ATTR 213	Pathology of Injury and Illness	4
ATTR 221	Risk Management Strategies	4
ATTR 245	Anatomy of Human Movement	4
ATTR 280	Therapeutic Modalities	4
ATTR 320	Clinical Pathology	4
ATTR 321	Clinical Evaluation and Management	4
ATTR 370	Healthcare Administration for Athletic Training	4
ATTR 381	Orthopedic Assessment	4
ATTR 382	Foundations of Therapeutic Exercise	4
ATTR 384	Applied Therapeutic Exercise	4
ATTR 414	General Medical Conditions in Athletic Training	4
ATTR 420	Clinical Rehabilitation and Administration	4
ATTR 479	Athletic Training Practicum	12

4. Maintain current certification in two-person CPR and AED through a nationally recognized agency.
5. Maintain a cumulative GPA of 2.80 at Salisbury University.
6. The Athletic Training Program at Salisbury University is a rigorous and intense program that places specific requirements and demands on the students. Students enrolled in the Athletic Training Program must meet the Technical Standards as outlined in the *Athletic Training Procedure Manual* and on the Salisbury University athletic training Web site.
7. Students must complete vaccination record, including Hepatitis B immunization (or signed waiver), tuberculosis screening and complete a physical examination prior to beginning clinical education experience.
8. Students must be aware that the required clinical experiences may infringe on weekends, holidays and semester breaks. The faculty and staff are available for academic and personal consultation regarding the responsibilities and time commitments needed to complete the academic and clinical requirements of the Athletic Training Program.
9. Students in the Athletic Training Program must complete a minimum of four semesters of academic and clinical work as a formally admitted Athletic Training Program student at Salisbury University or its approved clinical affiliates. This four-semester requirement is in addition to the Athletic Training Practicum (ATTR 479) course.
10. Students must comply with any additional program requirements as stated in the most current *Athletic Training Procedure Manual* and on the Salisbury University athletic training Web site.
11. Students in the Athletic Training Program must purchase uniforms and personal athletic training equipment and supplies for their classroom and clinical experiences.
12. Students are required to join the National Athletic Trainers' Association (NATA) as a student member and purchase liability insurance once admitted to the Athletic Training Program.

▸ Checklist

For a major checklist visit www.salisbury.edu/checklists.

EARLY CHILDHOOD EDUCATION

Department of Teacher Education

Dr. Chin-Hsiu Chen, Program Director
410-543-6293

Candidates who successfully complete the early childhood education major are eligible to apply for Maryland State Department of Education certification in early childhood education, grades PreK-3.

Transfer Program for A.A.T. Candidates

Candidates who earn an Associate of Arts in Teaching (A.A.T.) in early childhood education from a Maryland community college are qualified for entry into the Professional Teacher Education Program. Admission to the Professional Teacher Education Program (PTEP) is granted based on the completion of your A.A.T. Candidates who earn an A.A.T. in early childhood education who change their major to elementary education will have additional credits to complete. Please read the information below to determine your degree status.

Salisbury University Professional Teacher Education Program admission requirements for A.A.T. candidates include:

1. Verify all A.A.T. requirements have been met and your degree is conferred by providing your most recent official transcript to the Office of Admissions. Submit a copy of the A.A.T. transcript to the Teacher Education Department.
2. Complete Praxis I with passing scores and submit an official score report to the Teacher Education Department.
3. Declare a minor and submit the minor form to the academic department where the minor is offered. Submit a copy of the minor paperwork to the Teacher Education Department. Suggested minors for education majors can be found at www.salisbury.edu/teachered.
4. Submit a Professional Teacher Education Program A.A.T. application to the Teacher Education Department by the established deadline. The online application must be submitted by prior to the semester preceding enrollment in professional education courses.

Pre-professional Requirements

1. Complete a minimum of 56 hours in the early childhood education program with an overall GPA 2.50 or higher (including transfer courses that fulfill general education program requirements.). Any courses older than seven years are subject to review for acceptance toward fulfilling degree requirements.
2. Earn a GPA of 2.75 or higher with grades of C or better for required pre-professional program courses.

		Credits
BIOL 101	Fundamentals of Biology	4
CHEM/ PHYS 101	Physical Science	4
ECED 215	Foundations of Early Childhood Education	3
ELED 304	Learning and Assessment	3
ENGL 103	Composition and Research	4
GEOG 104	Earth and Space Science	4
MATH 130	Fundamental Concepts I	3
MATH 150	Data and Probability Connections	3
MATH 230	Fundamental Concepts II	3
PSYC 320	Psychology of Infancy and Childhood	4
XXXX XXX	Gen. Ed. IIIA Humanities Elective (Select from: art, communication arts, dance/theatre, modern language, music or philosophy)	4

Within the 56 hours the candidate must complete with grades of C or better two of the following social science courses:

		Credits
HIST XXX	Gen. Ed. IIA (HIST 101 or 102)	4
HIST XXX	Gen. Ed. IIB History Course (above 102)	4
XXXX XXX	Gen Ed. IIIB Social Science Elective (Select from: anthropology, conflict analysis and dispute resolution, economics, human geography, political science, sociology)	4

3. Complete a minimum of 30 observation hours in an approved field experience placement.
4. Complete Praxis I or the Maryland State Department of Education equivalent with passing scores and submit an official score report to the Teacher Education Department. Scores must be submitted prior to preregistration during the semester preceding enrollment in professional education courses. Information regarding Praxis I and II requirements may be found at www.ets.org.
5. Declare a minor and submit the minor form to the academic department where the minor is offered. Submit a copy of the minor paperwork to the Teacher Education Department. Suggested minors for education majors can be found at www.salisbury.edu/teachered.
6. Exhibit appropriate professional program candidate dispositions. Professional dispositions are the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. See www.salisbury.edu/teachered/ELED/candidate_dispositions.html for more information.
7. Submit a Professional Teacher Education Program application to the education advisor by the established deadline set by Teacher Education Department. The online application must be submitted by preregistration in the semester preceding enrollment in professional education courses.

Admission to Internship

1. Submit an Internship application to the education advisor by the established deadline set by Teacher Education Department. The online application must be submitted by preregistration in the semester preceding enrollment in internship courses.
2. Complete at least 90 credits toward the degree with grades of C or better, including transfer courses.
3. Complete and maintain a professional education course GPA of 2.75 with no grade below C (professional education courses may be repeated only once):

		Credits
ECED 320	Developing the Young Child	3
ECED 324	Primary Curriculum I	3
ECED 325	Primary Curriculum II	3
ECED 421	Language, Literacy and Play	3
ECED 422	Discovery through Interdisciplinary Studies	3
ELED 309	Classroom Visitations	0
ELED 310	Language Arts Instruction	3
ELED 316	Reading Instruction	3
ELED 318	Computers in Education	3
ELED 409	Internship Visitation	0
ELED 415	Instructional Techniques for Inclusion	3
ELED 416	Classroom Management *optional	3

Internship Requirements

1. Complete the following professional education courses with grades of Pass in the internships and C or better in the seminar (internship courses may be repeated only once):

		Credits
ECED 445	Early Childhood Education Internship I	6
ECED 446	Early Childhood Education Internship II	6
ELED 411	Internship Seminar	3

2. Complete a 100-day clinical experience in an assigned Professional Development School (PDS) field placement. Follow the school district and the University calendars to complete requirements.

Additional Requirements

1. Complete the following courses with grade C or better. Courses that are completed prior to admission to the Professional Teacher Education Program will be used in the calculation of the admission GPA.

		Credits
ENGL XXX	Gen. Ed. IB English/Literature Elective	4
PHEC 106	Personalized Health/Fitness	3

2. Complete the following professional education courses with GPA of 2.75 and grade C or better (professional education courses may be repeated only once):

		Credits
ELED 408	Children's Literature	3
ELED 427	Classroom Assessment and Intervention in Reading	3

3. Requirements to professional programs may change due to changes in accreditation requirements. Information about program changes can be verified with the assigned academic advisor.

Graduation Requirements

1. Complete Praxis II with Maryland State Department of Education passing scores and submit an official score report to the Teacher Education Department. Passing scores must be submitted prior to graduation. Information regarding Praxis II requirements may be found at www.ets.org.
3. Complete a minor.
4. Complete a minimum of 120 credits.

Curriculum Guide: Bachelor of Science in Early Childhood Education

The following is a sample sequence of courses for freshmen majoring in early childhood education. Information regarding course requirements and sequence beyond the freshman year is available upon request from the Teacher Education Department. Candidates must confer with their assigned academic advisor during "Program Planning" in the fall and spring semesters.

FRESHMAN YEAR		Credits
ENGL 103	Composition and Research	4
HIST 10X	Gen. Ed. IIA (HIST 101 or 102)	4
MATH 130	Fundamental Concepts I	3
BIOL 101	Fundamentals of Biology	4
		15
ECED 215	Foundations of Early Childhood Education	3
MATH 230	Fundamental Concepts II	3
XXXX XXX	History above 102	4
XXXX XXX	Gen. Ed. IIIA	4
XXXX XXX	Minor elective	3/4
		16/18

For a major checklist visit www.salisbury.edu/checklists.

EARLY CHILDHOOD/ELEMENTARY DUAL MAJOR

Department of Teacher Education

Dr. Chin Hsiu Chen, Program Director
410-543-6293

Candidates who successfully complete the elementary/early childhood education major are eligible to apply for Maryland State Department of Education certification in early childhood education, grades PreK-3 and elementary education, grades K-6.

Transfer Program for A.A.T. Candidates

Candidates who earn an Associate of Arts in Teaching (A.A.T.) in early childhood education or elementary education from a Maryland community college are qualified for entry into the Professional Teacher Education Program. Admission to the Professional Teacher Education Program (PTEP) is granted based on the completion of your A.A.T. Please read the information below to determine your degree status.

Salisbury University Professional Teacher Education Program admission requirements for A.A.T. candidates include:

1. Verify all A.A.T. requirements have been met and your degree is conferred by providing your most recent official transcript to the Office of Admissions. Submit a copy of the A.A.T. transcript to the Teacher Education Department.
2. Complete Praxis I with passing scores and submit an official score report to the Teacher Education Department.
3. Declare a minor and submit the minor form to the academic department where the minor is offered. Submit a copy of the minor paperwork to the Teacher Education Department. Suggested minors for education majors can be found at www.salisbury.edu/teachered.
4. Submit a Professional Teacher Education Program A.A.T. application to the Teacher Education Department by the established deadline. The online application must be submitted by prior to the semester preceding enrollment in professional education courses.

Pre-professional Requirements

1. Complete a minimum of 56 hours in the elementary/early childhood education program with an overall GPA of 2.50 or higher (including transfer courses that fulfill general education program requirements.) Any courses older than seven years are subject to review for acceptance toward fulfilling degree requirements.
2. Earn a GPA of 2.75 or higher with grades of C or better for pre-professional required program courses.

		Credits
BIOL 101 CHEM /PHYS 101	Fundamentals of Biology Physical Science	4
ECED 215	Foundations of Early Childhood Education	3
EDUC 210	School in a Diverse Society	3
ELED 304	Learning and Assessment	3
ENGL 103	Composition and Research	4
GEOG 104	Earth and Space Science	4
MATH 130	Fundamental Concepts I	3
MATH 150	Data and Probability Connections	3
MATH 230	Fundamental Concepts II	3
PSYC 320	Psychology of Infancy and Childhood	4
XXXX XXX	Gen. Ed. IIIA Humanities Elective (Select from: art, communication arts, dance/theatre, modern language, music or philosophy)	4

Within the 56 hours the candidate must complete with grades of C or better two of the following social science courses:

		Credits
HIST XXX	Gen. Ed. IIA (HIST 101 or 102)	4
HIST XXX	Gen. Ed. IIB History Course (above 102)	4
XXXX XXX	Gen Ed. IIIB Social Science Elective (Select from: anthropology, conflict analysis and dispute resolution, economics, human geography, political science, sociology)	4

3. Complete a minimum of 40 observation hours in an approved field experience placement.
4. Submit passing scores as for the Praxis I or (Maryland State Department of Education equivalent) and provide an official score report to the Teacher Education Department. Scores must be submitted prior to preregistration in the semester preceding enrollment in professional education courses. More information regarding Maryland State Department of Education Praxis I and II requirements may be found at www.ets.org.
5. Declare a minor and submit the minor form to the academic department where the minor is offered. Submit a copy of the minor paperwork to the Teacher Education Department. Suggested minors for education majors can be found at www.salisbury.edu/teachered.
6. Exhibit appropriate professional program candidate dispositions. Professional dispositions are the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. See www.salisbury.edu/teachered/ELED/candidate_dispositions.html for more information.
7. Submit a Professional Teacher Education Program application to the education advisor by the established deadline set by Teacher Education Department. The online application must be submitted by preregistration in the semester preceding enrollment in professional education courses.

Admission to Internship

Prior to internship, elementary/early childhood education majors must do the following:

1. Complete an application for formal admission to the internship by the deadline set by the Teacher Education Department. The online application must be submitted by preregistration in the semester preceding enrollment in internship courses.
2. Complete at least 90 credits toward the degree with grades of C or better, including transfer courses.
3. Complete and maintain a professional education course GPA of 2.75 with no grade below C (professional education courses may be repeated only once):

		Credits
ECED 320	Developing the Young Child	3
ECED 421	Language, Literacy and Play	3
ECED 422	Discovery through Interdisciplinary Studies	3
ELED 309	Classroom Visitations	0
ELED 310	Language Arts Instruction	3
ELED 311	Math Instruction	3
ELED 312	Science Instruction	3
ELED 313	Social Studies Instruction	3
ELED 316	Reading Instruction	3
ELED 317	Creative Arts Instruction	3
ELED 318	Computers in Education	3
ELED 409	Internship Visitation	0
ELED 415	Instructional Techniques for Inclusion	3
ELED 416	Classroom Management	3

Additional Requirements

1. Complete the following courses with grade C or better. Courses that are completed prior to admission to the Professional Teacher Education Program will be used in the calculation of the admission GPA.

		Credits
ENGL XXX	Gen. Ed. IB English/Literature Elective	4
PHEC 106	Personalized Health/Fitness	3

2. Complete the following professional education courses with GPA of 2.75 and grade C or better (professional education courses may be repeated only once):

		Credits
ELED 408	Children's Literature	3
ELED 427	Classroom Assessment and Intervention in Reading	3

Internship Requirements

1. Complete the following professional education courses with grades of Pass in the internships and C or better in the seminar (internship courses may be repeated only once).

		Credits
ECED 445	Early Childhood Education Internship I	6
ELED 401	Elementary Education Internship I	6
ELED 402	Elementary Education Internship II	6
ELED 411	Internship Seminar	3

2. Complete a 120-day clinical experience in an assigned Professional Development School (PDS) field placement. Follow the school district and the University calendars to complete requirements.
3. Requirements to education programs may change due to accreditation requirements. Information about program changes can be verified with the assigned academic advisor.

Graduation Requirements

1. Complete Praxis II with Maryland State Department of Education passing scores and submit an official score report to the Department of Teacher Education. Passing scores must be submitted prior to graduation. Information regarding Praxis II requirements may be found at www.ets.org.
2. Complete a minor.
3. Complete a minimum of 120 credits.

Curriculum Guide: Bachelor of Science in Elementary Education/Early Childhood

The following is a sample sequence of courses for freshmen majoring in elementary/early childhood education. Information regarding course requirements and sequence beyond the freshman year is available upon request from the Teacher Education Department. Candidates must confer with their assigned academic advisor during "Program Planning" in the fall and spring semesters.

Freshman Year		Credits
ENGL 103	Composition and Research	4
HIST 10X	Gen. Ed. IIA (HIST 101 or 102)	4
MATH 130	Fundamental Concepts I	3
BIOL 101	Fundamentals of Biology	4
		15
ECED 215	Foundations of Early Childhood Education	3
MATH 230	Fundamental Concepts II	3
XXXX XXX	History above 102	4
XXXX XXX	Gen. Ed. IIIA	4
XXXX XXX	Minor elective	3/4
		16-18

For a major checklist visit www.salisbury.edu/checklists.

ELEMENTARY EDUCATION

Department of Teacher Education

Dr. Diallo Sessoms, Program Director
410-677-5947

Candidates who successfully complete the elementary education major are eligible to apply for Maryland State Department of Education certification in grades K-6.

Transfer Program for A.A.T. Candidates

Candidates who earn an A.A.T. in elementary education from a Maryland community college are qualified for entry into the Professional Teacher Education Program. Admission to the Professional Teacher Education Program (PTEP) is granted based on the completion of your A.A.T. Candidates who earn an A.A.T. in elementary education who change their major to Early Childhood Education will have additional credits to complete. Please read the information below to determine your degree status.

Salisbury University Professional Teacher Education Program admission requirements for A.A.T. candidates include:

1. Verify all A.A.T. requirements have been met and your degree is conferred by providing your most recent official transcript to the Office of Admissions. Submit a copy of the A.A.T. transcript to the Teacher Education Department.
2. Complete Praxis I with passing scores and submit an official score report to the Teacher Education Department.
3. Declare a minor and submit the minor form to the academic department where the minor is offered. Submit a copy of the minor paperwork to the Teacher Education Department. Suggested minors for education majors can be found at www.salisbury.edu/teachered.
4. Submit a Professional Teacher Education Program A.A.T. application to the Teacher Education Department by the established deadline. The online application must be submitted by prior to the semester preceding enrollment in professional education courses.

Pre-professional Requirements

1. Complete a minimum of 56 hours in the elementary/early childhood education program with an overall GPA of 2.50 or higher (including transfer courses that fulfill general education program requirements.) Any courses older than seven years are subject to review for acceptance toward fulfilling degree requirements.
2. Earn a GPA of 2.75 or higher with grades of C or better for pre-professional required program courses.

		Credits
BIOL 101 CHEM/ PHYS 101	Fundamentals of Biology Physical Science	4
EDUC 210	Schools in a Diverse Society	3
ELED 304	Learning and Assessment	3
ENGL 103	Composition and Research	4
GEOG 104	Earth and Space Science	4
MATH 130	Fundamental Concepts I	3
MATH 150	Data and Probability Connections	3
MATH 230	Fundamental Concepts II	3
PSYC 320	Psychology of Infancy and Childhood	4
XXXX XXX	Gen Ed. IIIB Social Science Elective (Select from: anthropology, conflict analysis and dispute resolution, economics, human geography, political science, sociology)	4

Within the 56 hours the candidate must complete with grades of C or better two of the following social science courses:

		Credits
HIST XXX	Gen. Ed. IIA (HIST 101 or 102)	4
HIST XXX	Gen. Ed. IIB History Elective (above 102)	4
XXXX XXX	Gen. Ed. IIIA Humanities Elective (Select from: art, communication arts, dance/theatre, modern language, music or philosophy)	4

4. Submit passing scores for the Praxis I or Maryland State Department of Education equivalent and provide an official score report to the Teacher Education Department. Scores must be submitted prior to preregistration in the semester preceding enrollment in professional education courses. More information regarding Maryland State Department of Education Praxis I and II requirements may be found at www.ets.org.
5. Declare a minor and submit the minor form to the academic department where the minor is offered. Submit a copy of the minor paperwork to the Teacher Education Department. Suggested minors for education majors can be found at www.salisbury.edu/teachered.
6. Exhibit appropriate professional program candidate dispositions. Professional dispositions are the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. See www.salisbury.edu/teachered/ELED/candidate_dispositions.html for more information.
7. Submit a Professional Teacher Education Program application to the education advisor by the established deadline set by Department of Teacher Education. The online application must be submitted by preregistration in the semester preceding enrollment in professional education courses.

Admission to Internship

Prior to internship, elementary education majors must do the following:

1. Complete an application for formal admission to the internship by the deadline set by the Teacher Education Department. The online application must be submitted by preregistration in the semester preceding enrollment in internship courses.
2. Complete at least 90 credits toward the degree with grades of C or better, including transfer courses.
3. Complete and maintain a professional education course GPA of 2.75 with no grade below C (professional education courses may be repeated only once):

		Credits
ELED 309	Classroom Visitations	0
ELED 310	Language Arts Instruction	3
ELED 311	Math Instruction	3
ELED 312	Science Instruction	3
ELED 313	Social Studies Instruction	3
ELED 316	Reading Instruction	3
ELED 317	Creative Arts Instruction	3
ELED 318	Computers in Education	3
ELED 409	Internship Visitation	0
ELED 415	Instructional Techniques for Inclusion	3
ELED 416	Classroom Management	3

Additional Requirements

1. Complete the following courses with grade C or better. Courses that are completed prior to admission to the Professional Teacher Education Program will be used in the calculation of the admission GPA.

		Credits
ENGL XXX	Gen. Ed. IB English/Literature Elective	4
PHEC 106	Personalized Health/Fitness	3

2. Complete the following professional education courses with GPA of 2.75 and grade C or better (professional education courses may be repeated only once):

		Credits
ELED 408	Children's Literature	3
ELED 427	Classroom Assessment and Intervention in Reading	3

Internship Requirements

1. Complete the following professional education courses with grades of Pass in the internships and C or better in the seminar (internship courses may be repeated only once).

		Credits
ELED 401	Elementary Education Internship I	6
ELED 402	Elementary Education Internship II	6
ELED 411	Internship Seminar	3

2. Complete a 100-day clinical experience in an assigned Professional Development School (PDS) field placement. Follow the school district and the University calendars to complete requirements.
3. Requirements to education programs may change due to accreditation requirements. Information about program changes can be verified with the assigned academic advisor.

Graduation Requirements

1. Complete Praxis II with Maryland State Department of Education passing scores and submit an official score report to the Teacher Education Department. Passing scores must be submitted prior to graduation. Information regarding Praxis II requirements may be found at www.ets.org.
2. Complete a minor.
3. Complete a minimum of 120 credits.

Curriculum Guide: Bachelor of Science in Elementary Education

The following is a sample sequence of courses for freshman candidates majoring in elementary education. Information regarding course requirements and sequence beyond the freshmen year is available upon request from the Teacher Education Department. Candidates must consult regularly with their advisors when developing their individual program plans, selecting courses and declaring minors. Candidates must confer with their assigned academic advisor during "Program Planning" in the fall and spring semesters.

Freshman Year		Credits
ENGL 103	Composition and Research	4
HIST 10X	Gen. Ed. IIA (HIST 101 or 102)	4
MATH 130	Fundamental Concepts I	3
BIOL 101	Fundamentals of Biology	4
		15
EDUC 210	School in a Diverse Society	3
MATH 230	Fundamental Concepts II	3
XXXX XXX	History above 102	4
XXXX XXX	Gen. Ed. IIIA	4
XXXX XXX	Minor elective	3/4
		16/18

For a major checklist visit www.salisbury.edu/checklists.

EXERCISE SCIENCE

Department of Health and Sport Sciences

Dr. Scott Mazzetti, Program Director
410-677-0151

The Bachelor of Science in exercise science includes a General Education experience, a core of required course work and a culminating internship/seminar experience. The exercise science major prepares students to work in the health/fitness industry as personal trainers, strength and conditioning coaches, aerobics instructors and wellness program directors. Students wishing to pursue careers in clinical cardio-pulmonary rehabilitation may elect to complete additional cardio-pulmonary courses (RESP 303, 304, 322 and 402) in preparation for working in a hospital or clinical-based health care setting.

As a required component of the B.S. in exercise science, students must successfully pass a certification exam in order to graduate. Students select one Group Instructor, Personal Trainer, Health Fitness Specialist, or Strength and Conditioning certification by the American College of Sports Medicine or the National Strength and Conditioning Association. Students are also required to maintain CPR certification. These professional certifications come with an additional cost to the student. The exercise science major is administered through the Health and Sport Sciences Department. Exercise science requirements include the following:

1. Complete the following General Education courses with a grade of C or better:

		Credits
PHEC 106	Personalized Health/Fitness	3
PHYS XXX	laboratory course	4
or		
CHEM XXX	laboratory course	4

2. Complete the following required major core curriculum (48 hours) with a grade of C or better:

		Credits
BIOL 215	Human Anatomy and Physiology I	4
BIOL 216	Human Anatomy and Physiology II	4
EXSC 213	Injury Prevention and Emergency Management	4
EXSC 240	Fitness Testing	4
EXSC 250	Strength Training Techniques and Program Design	4
EXSC 295	Fitness Instruction	4
* To enroll in 300/400 level major courses, students must complete a minimum of 12 credits of major courses and have a 2.0 GPA.		
EXSC 300*	Health and Fitness Programs and Professions	4
EXSC 333*	Kinesiology	4
EXSC 344*	Exercise Physiology	4
EXSC 462*	Exercise and Special Populations	4
EXSC 472*	Stress Testing and Exercise Prescription	4
HLTH 317*	Nutrition, Health and Human Performance	4

3. Complete the following professional semester (12 hours). Students are eligible for the professional semester after they complete EXSC 333 and 344, and 90 credit hours, or with departmental approval.

		Credits
EXSC 479	Internship in Exercise Science	10
EXSC 480	Exercise Science Seminar	2

Allied Health Track Courses (22 hours)

Students electing the track must complete the following General Education courses with a grade of C or better:

		Credits
PSYC 101	Introduction to Psychology	4
MATH 155	Statistics	3
CHEM XXX	laboratory course	4
or		
PHYS XXX	laboratory course	4

Students electing the track must also complete 22 credit hours from the following list of courses with a grade of C or better in addition to all of the exercise science requirements listed above:

		Credits
BIOL 101	Fundamentals of Biology	4
BIOL 210	Biology: Concepts and Methods	4
BIOL 211	Microbiology	4
BIOL 213	Zoology	4
CHEM 121	General Chemistry I	4
or		
PHYS 121	General Physics I	4
CHEM 122	General Chemistry II	4
CHEM 221	Organic Chemistry I	4
CHEM 222	Organic Chemistry II	4
EXSC 301	Research Methods in Exercise Science	3
EXSC 308	Research in Exercise Science	3
MATH 160	Introduction to Applied Calculus	4
PHYS 123	General Physics II	4
PSYC 300	Developmental Psychology	4
PSYC 302	Abnormal Psychology	4
PSYC 320	Psychology of Infancy and Childhood	4
RESP 303	Cardiopulmonary Physiology	3
RESP 304	Cardiopulmonary Disease	3
RESP 322	Pharmacology	3
RESP 402	Pulmonary Diagnostics and Rehab	4

Checklist

For a major checklist visit www.salisbury.edu/checklists.

HEALTH EDUCATION

Department of Health and Sport Sciences

Dr. Brandye Nobiling, Program Director
410-677-0062

The Bachelor of Science in health education deals with the complexities of human behavior with the expressed purpose of promoting healthy lifestyles. A degree in health education provides students with the competencies necessary to become effective health educators. On completion of the B.S. in health education with a track in teacher education, students are eligible for careers in health-related fields and K-12 school health education. On completion of the B.S. in health education with a track in community health, students are prepared to work with individuals, groups and families in the worksite, health behavior organizations, university-based health services, wellness centers and employee health behavior programs at the local, state or federal level. Health education is housed in the Health and Sport Sciences Department.

The health education major includes a General Education experience, a theoretical core of foundation courses, a career oriented track and a professional semester consisting of an internship and a seminar.

Health education requirements prior to student-teaching are as follows:

1. Complete the General Education course:

		Credits
BIOL 205	Fundamentals of Human Anatomy and Physiology	4

2. Complete the following core classes with grades of C or better:

		Credits
HLTH 110	Foundations of Health Education	3
HLTH 120	Consumer Health and Safety	3
HLTH 225	Health Behavior	3
HLTH 230	Chronic and Communicable Diseases	3
HLTH 240	Drug Education	3
HLTH 311	Human Sexuality Education	3
HLTH 317	Nutrition, Health and Human Performance	4
HLTH 325	Planning and Assessing Health Education Programs	3
HLTH 401	Community Health	3
PHED 175*	Introduction to Teaching Fitness and Wellness	4

* Health education majors are exempt from PHEC 106: Personalized Health Fitness by earning a grade of C in PHED 175. The health education program director is available for advising and counseling on required certifications.

3. Complete one of the following tracks:

Teacher Education Track

Pre-professional Requirements

1. Complete the following pre-professional requirements with grades of C or better:

		Credits
EDUC 210	School in a Diverse Society	3
ENGL 103	Composition and Research	4
SCED 300	Development, Learning and Assessment	3

2. Submit passing scores as set by the Maryland State Department of Education for the Praxis I requirements. Scores must be submitted prior to preregistration in the semester preceding enrollment in professional education courses. More information regarding Maryland State Department of Education Praxis I and II requirements may be found at www.salisbury.edu/PDS/candidate_tools.htm.

Professional Program

In order to enroll in professional education program courses, students must meet the following requirements:

1. Apply for formal admission to the professional program.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in the major, including transfer credits.
4. Complete all pre-professional requirements.
5. Provide at least three positive recommendations from faculty in departments other than Education Specialties or Teacher Education departments.
6. Obtain written approval of the application from their major advisor.
7. Have completed 12 credits in the core curriculum.

Methods Requirements

1. All teacher education students must complete the following courses in education with grades of C or better:

		Credits
SCED 318	Computers in Education	3
or		
SCED 319	Technology in Education	1
HLTH 360	School Health and Reading Methods I	4
HLTH 461	School Health and Reading Methods II	4
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 434	Classroom Management	3

2. The Maryland State Board of Education mandates all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. All secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.

Teaching Internship

Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100 day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Students will also be required to follow the University calendar with respect to attendance at the University Intern seminar. Interns are responsible for their own transportation to the PDS site.

To be eligible for the internship, students must:

1. Complete the written application for the Internship.
2. Complete a minimum of 90 credits including methods in at least 24 credit hours of the academic major.
3. Have an overall GPA of 2.50 including transfer credit.
4. Have a minimum GPA of 2.75 in the academic major courses as defined by each academic department.
5. Have a minimum GPA of 2.75 in the professional education courses with no grade below C.
6. Submit two positive recommendations from faculty in health and physical education and the faculty advisor.
7. Obtain verification of the completion of the requirements from the director of field experiences.

All health education majors are required to pass the following:

		Credits
HLTH 470	Internship I in Health Education	6
HLTH 471	Internship II in Health Education	6
SCED 433	Reflection and Inquiry in Teaching Practice	2

Students may repeat education courses only once.

Graduation Requirements

State of Maryland passing scores on appropriate Praxis II exams are required for graduation from the Early Childhood Education Program. See education advisor for appropriate test and passing scores.

Community Health Track

The Bachelor of Science in health education Community Health Track prepares students to work with individuals, groups and families in the worksite, health behavior organizations, university-based health services, wellness centers and employee health behavior programs at the local, state or federal level. The program includes a General Education experience, a required major core curriculum of courses for health education, track courses that include a 540-hour internship experience, plus completion of an approved minor. The Community Health Track provides students interested in health education the opportunity to pursue careers in health education throughout the community. Health educators are employed in a wide variety of settings, including hospitals, health departments, pharmacies, grocery stores, private nursing homes, government agencies, voluntary health agencies, health maintenance organizations and worksites. Community health educators carry out their mission through organized, interdisciplinary efforts that address the physical, mental and environmental health concerns of communities and populations at risk for disease and injury.

Students selecting the Community Health Track must complete PSYC 101 and an internship requiring 540 contact hours, in addition to the major core curriculum courses for health education majors.

		Credits
PSYC 101	General Psychology	3
HLTH 480	Internship in Community Health	12

Checklist

For a major checklist visit www.salisbury.edu/checklists.

PHYSICAL EDUCATION

Department of Health and Sport Sciences

Dr. Dean Ravizza, Program Director
410-546-6932

The Bachelor of Science in physical education teacher education is a professional preparation program that prepares physical education teachers for K-12 teaching. This teacher preparation program provides students with the pedagogical and content knowledge necessary to teach in the public and private sector. The physical education major is an accredited program through the National Association of Sport and Physical Education and the National Council for Accreditation of Teacher Education. This program includes a General Education experience, a theoretical core of foundation courses, and a professional semester practicum experience in the fall of the senior year followed by a professional semester, half in an elementary school and the other half in a middle or high school. Physical education majors are exempt from the General Education requirement of PHEC 106: Personalized Health Fitness by earning a minimum grade of C in PHED 175.

Candidates who successfully complete the physical education major are eligible to apply for Maryland State Department of Education certification in physical education, grades K-12.

Pre-professional Requirements

1. Complete a minimum of 56 hours in the physical eduction program with an overall GPA of 2.50 or higher (including transfer courses that apply to the major). Any courses older than seven years are subject to review for acceptance toward fulfilling degree requirements.
2. Earn a GPA of 2.75 or higher with grades of C or better for required pre-professional program courses (including transfer courses that apply to the major):

		Credits
BIOL 205	Fundamentals of Human Anatomy and Physiology	4
EDUC 210	Schools in a Diverse Society	3
ENGL 103	Composition and Research	4
PHED 135*	Foundations of Physical Education	3
PHED 175*	Introduction to Wellness and Fitness	4
PHED 245*	Movement Activities	3
PHED 260*	Teaching Team Sports and Concepts and Tactics I	3
PHED 263*	Teaching Team Sports and Concepts and Tactics II	3
PHED 275*	Management and Instructional Strategies in Physical Education	4
PHED 352*	Motor Learning	3
PSYC 101	General Psychology	4
SCED 300	Development, Learning and Assessment	3

* Pre-professional physical education courses may be repeated only once.

3. Complete a minimum of 30 observation hours in approved field experience placement.
4. Show satisfactory results on Praxis I, SAT or ACT examinations as defined by the Maryland State Department of Education (see advisor regarding passing scores). Scores must be submitted prior to preregistration during the semester preceding enrollment in professional education courses. Information regarding Praxis I and II requirements may be found at www.ets.org.
5. Submit evidence of CPR certification.
6. Exhibit appropriate professional program candidate dispositions. Professional dispositions are the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. See www.salisbury.edu/pds/Field_Exp_Tools/candidate_tools.html for more information.
7. Submit a Professional Teacher Education Program online application to the physical education advisor by the established deadline set by the Health and Sport Sciences Department. The application must be submitted by preregistration in the semester preceding enrollment in professional education courses.

Admission to Internship

1. Submit an internship application to the physical education advisor by the established deadline set by the Health and Sport Sciences Department. The online application must be submitted by preregistration in the semester preceding enrollment in internship courses.
2. Complete at least 90 credits toward the degree with grades of C or better, including transfer courses.
3. Provide evidence of MAHPERD professional membership.
4. Complete professional education courses with a GPA of 2.75 with no grade below C (professional education courses may be repeated only once):

		Credits
PHED 350	Assessment in Physical Education	3
PHED 375	Contemporary Curriculum and Analysis of Teaching in Physical Education	3
PHED 400	Adapted Physical Education	4

Internship Requirements

1. Complete the following professional education internship courses with grades of Pass and C or better (internship courses may be repeated only once). Maintain a professional program GPA of 2.75:

PHED 410	Elementary School Physical Education	4
PHED 420	Secondary School Physical Education	4
PHED 470	Internship II in Elementary Physical Education	6
PHED 471	Internship II in Secondary Physical Education	6
PHED 481	Seminar in Physical Education	3

2. Complete a 100-day clinical experience in an assigned Professional Development School (PDS) field placement. Follow the school district and the University calendars to complete requirements.

Additional Requirements

1. Complete the following courses with grades of C or better. Courses that are completed prior to admission to the Professional Teacher Education Program will be used in the calculation of the admission GPA.

		Credits
EXSC 333	Kinesiology	4
EXSC 344	Exercise Physiology	4
PHED 451	Psychosocial Aspects of Physical Education	3
SCED 318**	Computers in Education	3
or		
SCED 319**	Technology in Education	1
SCED 424**	Teaching Reading in the Content Area II	3
or		
HLTH 461**	School Health and Reading Methods II (Prerequisites: HLTH 325 and/or HLTH 360)	4

** Requires admission to the Professional Teacher Education Program.

2. Requirements to professional programs may change due to changes in accreditation requirements. Information about program changes may be verified with the assigned academic advisor.

Graduation Requirements

1. Complete Praxis II with Maryland State Department of Education passing scores and submit an official score report to the Teacher Education Department. Passing scores must be submitted prior to graduation. Information regarding Praxis II requirements may be found at www.ets.org.
   State of Maryland passing scores on appropriate Praxis II exams are required for graduation from the Early Childhood Education Program. See education advisor for appropriate test and passing scores.
2. Earn an overall GPA of 2.50.
3. Earn a professional program GPA of 2.75 with no professional program course grade below C.
4. Complete a minimum of 120 credits.

Curriculum Guide: Bachelor of Science In Physical Education

Program checklists and recommended course sequences are available in the Health and Sport Sciences Department and on the department Web site. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

For a major checklist visit www.salisbury.edu/checklists.

SECONDARY TEACHING LICENSURE

K-12 certification programs in ESOL, music, health and physical education are offered by the English, Music, and Health and Sport Sciences departments.

Transfer Program for A.A.T. Students

Students who earn an Associate of Arts in Teaching (A.A.T.) in chemistry, English, mathematics, physics or Spanish from a Maryland community college are qualified for entry into the Professional Teacher Education Program. Check with your education advisor for information regarding additional program completion requirements.

Teacher Certification

Pre-professional Requirements

1. Complete the following pre-professional requirements with grades of C or better. See major for specific content requirements.

		Credits
EDUC 210	School in a Diverse Society	3
ENGL 103	Composition and Research	4
SCED 300	Development, Learning and Assessment	3

2. Show satisfactory results on Praxis I, SAT or ACT examinations as defined by the Maryland State Department of Education. See education advisor regarding passing scores.

Professional Program

In order to enroll in professional education program courses, students must meet the following requirements:

1. Complete an application for formal admission to the professional program. Obtain written approval of the application from both content and education advisors.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in the major, including transfer credits.
4. Complete all pre-professional requirements.
5. Complete four courses in the major field.
6. Exhibit appropriate professional program candidate dispositions. Professional dispositions are the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. See www.salisbury.edu/pds/Field_Exp_Tools/candidate_tools.html for more information.

Methods Requirements

1. To be eligible for internship, all students enrolled in a secondary or K-12 program must complete the appropriate methods courses for the content major and the following courses in education with grades of C or better:

		Credits
SCED 318*	Computers in Education	3
or		
SCED 319*	Technology in Education	1
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 434	Classroom Management	3
SCED 3XX	CONTENT AREA and Reading Methods in the Middle and High School Part I	4
SCED 4XX	CONTENT AREA and Reading Methods in the Middle and High School Part II	4

* Mathematics majors take SCED 320, Technology in Mathematics Education, instead of SCED 318 or 319.

2. The Maryland State Board of Education mandates all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. Secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration. Physical education K-12 majors will satisfy the course work by completing one methods course integrating reading outcomes and taking Teaching Reading in the Content Areas Part II (SCED 424). Health education 7-12 majors will satisfy the course work by completing SCED 422 and SCED 424.

Internship and Seminar

Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100-day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Interns are responsible for their own transportation to the PDS site.

Candidates must meet the following requirements for internship:

1. Complete an application for formal admission to the internship.
2. Complete a minimum of 90 credits including methods and at least eight courses of the academic major (secondary and K-12 programs).
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses, including transfer credits, as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C. Students may repeat education courses only once.
6. Exhibit appropriate professional program candidate dispositions. Professional dispositions are the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. See www.salisbury.edu/pds/Field_Exp_Tools/candidate_tools.html for more information.

All secondary education majors are required to pass the following:

		Credits
SCED 426	Internship in Middle or High School Education	6
SCED 428	Internship in Middle or High School Education	6
SCED 433*	Reflection and Inquiry in Teaching Practice (with a grade of C or better)	2

* Students are required to follow the University calendar with respect to attendance in SCED 433.

Graduation Requirement

State of Maryland passing scores on appropriate Praxis II exams are required for completion of secondary education certification and graduation. French/Spanish secondary students must pass the Maryland Praxis content tests or the ACTFL Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WTP) in French/Spanish. See education advisor regarding appropriate tests and passing scores.

SOCIAL WORK

Department of Social Work

Dr. Deborah Mathews, Chair
Dr. Vicki Root, Associate Chair
Dr. Batya Hyman, Undergraduate Program Director
410-543-6305

Students majoring in social work must meet the following requirements (transfer students must take a minimum of 23 hours in social work at Salisbury University):

1. Complete the following 38 credit hours of core courses with grades of C or better. No social work course may be repeated more than once.:

		Credits
SOWK 200	Introduction to Social Work and Social Welfare	3
SOWK 300	Human Behavior in the Social Environment	3
SOWK 302	Human Behavior in the Social Environment II	3
SOWK 305	Social Welfare Policy	3
SOWK 310	Basic Interviewing: Skills and Techniques	3
SOWK 320	Social Work Practice I	3
SOWK 400	Social Work Practice II	3
SOWK 410	Social Work Practice III	3
SOWK 416	Social Work Research I	3
SOWK 417	Social Work Research II	3
SOWK 420	Field Instruction I	4
SOWK 421	Field Instruction II	4

2. Complete a three credit hour social work elective with grades of C or better. No social work course may be repeated more than once.

3. Complete the following courses with grades of C or better:

		Credits
BIOL 101	Fundamentals of Biology	4
or		
BIOL 215	Human Anatomy and Physiology I	4
or		
BIOL 216	Human Anatomy and Physiology II	4
MATH 155	Modern Statistics with Computer Analysis	3
PSYC 101	General Psychology	4
SOCI 101	Principles of Sociology	4

Students are additionally encouraged to consider elective courses in art, business administration, communication arts, economics, language, philosophy, political science, psychology, sociology and statistics. Faculty advisement in curriculum planning is required.

General Information

Admission to Social Work Program

Students must apply for admission to the social work program during their junior year. Prior to enrolling in upper-level social work courses students must:

1. Satisfactorily complete a minimum of 45 hours with an overall grade point average of 2.50 or better, including transfer credit. The 45 credits must include the courses with grades of C or better:

		Credits
BIOL 101	Fundamentals of Biology	4
or		
BIOL 215	Human Anatomy and Physiology I	4
or		
BIOL 216	Human Anatomy and Physiology II	4
MATH 155	Modern Statistics with Computer Analysis	3
PSYC 101	General Psychology	4
SOCI 101	Introduction to Sociology	4

SOWK 200	Introduction to Social Work and Social Welfare	3
SOWK 300	Human Behavior in the Social Environment I	3
SOWK 310	Basic Interviewing: Skills and Techniques	3

2. Complete an application for formal admission to the social work program.
3. Have an academic plan showing how the student can enter field instruction the following fall semester.
4. Have a minimum grade point average of 2.50 overall, including transfer credits, and 2.70 in the academic major courses.

▸ Pending Legal Action and Conviction Statement

Persons who indicate on the application to the major that they have pending legal action or convictions will be asked to supply documentation on the nature of the offense(s) and the disposition. Individuals admitted to the program who are facing pending legal action or convictions may have restrictions placed on the area of study and field placements they may pursue. In addition, some field placement agencies require a criminal background check.

Applicants are also advised that the Professional Standards Committee of the Maryland Board of Social Work Examiners may refuse to issue a license or certificate of registration to any person who has been convicted of any crime in this or any other state. Applicants may be denied admission, or if enrolled, terminated from the program if they have not been truthful or provided inaccurate information in the application.

▸ Admission to Field Instruction

Students are expected to complete a two semester field instruction internship in the same social service agency during the fall and spring of the senior year. Prior to entering the field instruction, students must:

1. Complete the written application for internship.
2. Complete the minimum of 75 hours, including at least six hours of social work practice courses.
3. Have a minimum grade point average of 2.50 overall, including transfer credits, and 2.70 in the academic major courses.
4. Interns are responsible for their own transportation related to their field internship.

▸ Life Experience Statement

No credit will be given for work or life experience.

▸ SU/UMES Dual-Degree Program: Social Work/Sociology

Salisbury University and the University of Maryland Eastern Shore have established a dual-degree program through which UMES students can earn a Bachelor of Arts in Social Work (B.A.S.W.) from SU and a Bachelor of Science in sociology from UMES. The program, which can be completed in 120 hours, is accredited by the Council on Social Work Education through SU.

The program prepares graduates for entry-level professional social work positions, state licensure and graduate education. The program is made possible through the cooperative efforts of the institutions in sharing resources to expand the opportunities for students on both campuses.

UMES students in this program will complete registration for Salisbury courses by submitting an inter-institutional enrollment form available from their advisor or the Registrar's Office.

Curriculum Guide: Bachelor of Arts In Social Work

The following is a sample sequence of courses taken by freshmen students majoring in social work, which requires 120 credit hours for graduation. Information regarding course requirements and sequence beyond the freshmen year is available upon request from the Social Work Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 103	Composition and Research	4
HIST 10X	Gen. Ed. IIA (HIST 101 or 102)	4
BIOL 101	Fundamentals of Biology	4
or		
BIOL 215	Human Anatomy and Physiology I	4
or		
BIOL 216	Human Anatomy and Physiology II	4
PHEC 106	Personalized Health/Fitness	3
		15
ENGL XXX	Gen. Ed. IB Literature course	4
SOWK 200	Introduction to Social Work and Social Welfare	3
PSYC 101	General Psychology	4
SOCI 101	Introduction to Sociology	4
		15

For a major checklist visit www.salisbury.edu/checklists.

Graduate Programs

EDUCATION SPECIALTIES DEPARTMENT

Dr. Nancy Michelson, Chair
410-548-2430
Dr. Gwen Beegle, Director of Graduate Programs in Education
410-543-6393

MASTER OF ARTS IN TEACHING

Department of Education Specialties

Dr. Regina Royer, Program Director
410-548-3949

The Master of Arts in Teaching (M.A.T.) is a professional degree cohort program designed to prepare students for initial teacher certification. Candidates in this program must possess an earned baccalaureate degree and appropriate content coursework for certification in one of the following state-approved areas: agriculture, art, biology, business education, chemistry, earth science, English, French, health, history, mathematics, music (vocal and instrumental), physical education, physics, Spanish or technology education. This NCATE and Maryland State Department of Education-approved program prepares candidates for licensure to teach at the secondary and K-12 levels.

The M.A.T. is a collaborative degree program offered by Salisbury University and the University of Maryland Eastern Shore. Students are admitted by a joint admissions process and take coursework on the campuses of both universities, taught by the faculties of both institutions.

Students apply for admission to either SU or UMES, depending upon which university offers the appropriate Maryland State Department of Education-approved content area program for teacher certification. SU offers approved programs in the areas of biology, chemistry, earth science, English, French, health, history, mathematics, music (vocal and instrumental), physical education, physics and Spanish.

UMES offers approved programs in the areas of agriculture, art, biology, business, chemistry, English, family and consumer sciences, mathematics, social studies and technology education.

Admission to Program

Admission to the M.A.T. at SU requires the following additional application documents and requirements specified by the Department of Education Specialties:

A. Submit to Salisbury University official transcripts from all colleges and universities attended indicating a baccalaureate degree in an appropriate content area*.

B. Possess an undergraduate grade point average of at least 3.0 in the last half of the undergraduate program, or possess a prior graduate degree.

C. Complete Transcript Review Request Form.

D. Complete Salisbury University application for graduate program admission.

E. Complete a Residency/Domicile Information Form (if applying for in-state tuition).

F. Submit Maryland State Department of Education approved passing scores for Praxis I or Maryland State Department of Education equivalent scores (SAT, GRE or ACT).

G. Submit three letters of recommendation from individuals who can speak to the following criteria:
   i. ability to write at an appropriate skill level for graduate-level work; and
   ii. level of motivation appropriate to carry the candidate through a rigorous graduate program.

H. Undergo a structured interview by appropriate M.A.T. Admissions Committee.

* **Content Area Deficiencies:** Typically candidates are admitted to the M.A.T. program with no more than one content course deficiency. (See content major checklists on the SU Web site.) Candidates, once admitted, are expected to meet with their education advisor to develop an approved plan of study for completion of necessary content area coursework deficiencies as well as program coursework. It is essential that each candidate and advisor meet to clarify the specific requirements for program completion. Praxis II Content may be required for admission into the program, see program director for more information. All program and content courses must be completed with grades of C or better before the degree is conferred.

Program of Study

The following courses are required for the M.A.T:

▸ M.A.T. Core: 21 Credits

		Credits
EMAT 501	Development and Learning Applied to Teaching	3
EMAT 502	Foundations of Education in a Diverse and Democratic Society	3
EMAT 506	The Inclusive Classroom	3
EMAT 512	Classroom Management: Theory and Practice	3
EMAT 537	Educational Research	3
EMAT 538	Technology in Education	3
EMAT 539	Instruction and Assessment for Student Learning	3

The methods course block is content-area specific. Candidates in physical education, who do not meet the MSDE reading requirement through their methods courses, will be expected to take additional courses.

For English, foreign language, health, history, math or science certification, complete the appropriate content area methods courses:

▸ Content Area Methods Courses: 6-9 Credits

		Credits
English		
EMAT 526	English and Reading Methods in Secondary Schools Part I	3
EMAT 528	English and Reading Methods in Secondary Schools Part II	3
EMAT 540	Teaching Language in Middle and High School Classrooms	3
Foreign Language		
EMAT 531	Foreign Languages and Reading Methods in Secondary Schools Part I	3
EMAT 533	Foreign Languages and Reading Methods in Secondary Schools Part II	3
Health		
EMAT 534	School Health and Reading Methods in Secondary Schools Part I	3
EMAT 536	School Health and Reading Methods in Secondary Schools Part II	3

History

EMAT 530	Social Studies and Reading Methods in Secondary Schools Part I	3
EMAT 532	Social Studies and Reading Methods in Secondary Schools Part II	3

Math

EMAT 518	Math and Reading Methods in Secondary Schools Part I	3
EMAT 520	Math and Reading Methods in Secondary Schools Part II	3

Music

EMAT 517	Teaching Music and Reading in the Elementary School	3
EMAT 519	Teaching Music and Reading in the Secondary School	3

Physical Education

EMAT 514	Secondary School Physical Education	3
EMAT 516	Elementary School Physical Education	3
EDUC 583	Teaching Reading in the Content Areas Part II	3

Science

EMAT 527	Science and Reading Methods in Secondary Schools Part I	3
EMAT 529	Science and Reading Methods in Secondary Schools Part II	3

Internship

M.A.T. candidates will complete an internship in a Professional Development School under the supervision of a mentor teacher and a University supervisor. This internship will consist of a minimum of 100 days. In order to meet the 100 days requirement, interns are required to follow the calendar of the school district in which the PDS is located. Students will also be required to follow the University calendar with respect attendance at the internship seminar. If an M.A.T. intern is in a paid teaching position in his or her field during the internship semester, assigning a mentor teacher to that intern will be waived if the intern has demonstrated at least two years of successful teaching in that classroom prior to the academic year of the internship. "Successful teaching" will be determined through documented evaluation by a school administrator in a supervisory position that provides him or her sufficient knowledge of the intern's teaching performance, as well as issuance of a contract for a third year in the position. If the M.A.T. intern is not assigned a mentor as per this policy, the mentoring fee will be waived for the intern. All other internship policies will apply to the intern: he or she will attend the M.A.T. seminar course and will enroll in EMAT 507 and 509, with a University supervisor assigned.

Admission to Internship

Prior to internship, M.A.T candidates must do the following:

1. Complete 27-30 semester hours of graduate credit.
2. Have an overall GPA of 3.0 or higher, with no more than six credit hours below a grade of B in the program.
3. Complete the prerequisite courses required for the program. Candidates may repeat professional courses only once.
4. Exhibit appropriate professional program candidate dispositions.
5. Complete and return a Background Affirmation to TETC 353, Field Experience Office.
6. Complete an application for formal admission to the internship by the deadline set by the Education Specialties Department.

NOTE: Candidates will not be admitted to internship if they are on probation.

Internship Requirements

1. Complete the following professional education courses with grades of C or better (internship courses may be repeated only once).

		Credits
EMAT 507	Internship I	3
EMAT 509	Internship II	3
EMAT 511	Internship Seminar	3

2. Complete a 100-day clinical experience in an assigned Professional Development School (PDS) field placement. Follow the school district and the University calendars to complete requirements.
3. Requirements to education programs may change due to accreditation requirements. Information about program changes can be verified with the assigned academic advisor.

Graduation Requirements

1. Complete 36-39 credits with an overall GPA of 3.0 or higher. At least a grade C must be earned in all professional program courses with no more than six credit hours of C or C+.
2. Complete all prerequisite content: All candidates who lack appropriate content coursework are expected to take the identified courses before their degree is conferred.
3. Complete successfully the M.A.T. program portfolio exam.
4. Pass Praxis II exams or other exams as required by Maryland State Department of Education for certification in the content area.

Curriculum Guide I

This is an accelerated 16-month program which begins each January. Option 1 M.A.T. candidates take courses and are expected to complete the program as follows: beginning with a full winter session, students continue coursework during a full academic year (including the summer session) and one additional spring semester.

		Credits
Winter Session		
EMAT 501	Development and Learning Applied to Teaching	3
Spring Semester		
EMAT 502	Foundations of Education in a Diverse and Democratic Society	3
EMAT 5XX*	Reading Methods in Secondary Schools Part I	3
EMAT 538	Technology in Education	3
EMAT 539	Instruction and Assessment for Student Learning	3
Summer Session		
EMAT 537	Educational Research	3
Fall Semester		
EMAT 506	The Inclusive Classroom	3
EMAT 512	Classroom Management: Theory and Practice	3
EMAT 5XX*	Reading Methods in Secondary Schools Part II	3
EMAT 540	Teaching Language in Middle and High School Classrooms (English certification only)	3
Spring Semester		
EMAT 507	Internship I	3
EMAT 509	Internship II	3
EMAT 511	Internship Seminar	3
Portfolio Comprehensive Examination		

* Which methods course is taken depends upon the specified content area. Students in physical education, who do not meet the reading requirement through their methods courses, will be expected to tak an additional reading course to meet this requirement.

Curriculum Guide II

This option is designed for applicants who cannot meet the time constraints posed by the Option I accelerated cohort program. Students follow the admission timetable for Option I and take courses with M.A.T. cohort students as appropriate. Students should meet with an advisor to plan the overall course of study.

MASTER OF EDUCATION CURRICULUM AND INSTRUCTION

Department of Education Specialties

Dr. Gwen Beegle, Program Director
410-543-6393

The Master of Education (M.Ed.) is a professional degree designed for candidates seeking advanced preparation in the education professions. The curriculum includes fundamental, theoretical and practical experiences within specific areas of study. The M.Ed. program promotes continuing professional development and life-long learning for teachers and educational leaders. This is consistent with the recognition that capable and caring educators are necessary for students at all ages, ranging from the very young through adulthood. General objectives are as follows:

1. Provide candidates an opportunity for personal and professional growth through graduate study.
2. Provide classroom teachers and educational specialists opportunities to develop and improve competencies in their specific disciplines.
3. Provide educators with opportunities for additional preparation needed for professional development and career advancement.

Application to SU

Candidates who indicate on their initial Application for Graduate Program Admission that they wish to pursue the Master of Education (M.Ed.) will be assigned an advisor in the Department of Education Specialties or Teacher Education and receive M.Ed. application materials. Admission to the M.Ed. at SU requires an application for graduate program admission; the application fee; official transcript from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application documents and requirements specified by the Department of Education Specialties:

Admission to the Program

A. Submit a written description of the reasons for pursuing graduate study in education and a statement of career goals.

B. Submit two letters of recommendation from qualified individuals who support the applicant's ability to succeed in graduate study.

C. Complete and submit a plan of study approved and signed by the student's assigned advisor.

D. Possess either an undergraduate cumulative grade point average of 3.0 or a previously completed master's degree from a regionally accredited institution of higher learning.

E. Possess or be eligible for valid teaching licensure (not applicable to post-secondary applicants).

The Application for Graduate Program Admission, transcripts from all colleges and universities attended, and the Residency/Domicile Information form (if applying for in-state tuition as a Maryland resident) should be submitted to the Admissions Office. Once the application and all transcripts arrive in the Admissions Office, the application file will be forwarded to the graduate education program. The documents and requirements specified by the Department of Education Specialties should be sent to the graduate education program director. Following the review of these materials, the program director formally notifies candidates of admission or denial to the program.

Although candidates may register for courses as non-degree-seeking students, they are expected to complete the process for full admission into the M.Ed. program, including the development of a program of study, prior to the completion of the first nine credits of graduate coursework. A maximum of nine hours of credit earned at Salisbury University prior to admission to the M.Ed. program may be applicable toward requirements for the degree, provided such credits are appropriate for the degree program.

Questions regarding the applicability of courses taken as a non-degree graduate student will be resolved by the Department of Education Specialties graduate program director.

Provisional Admission

Candidates who have submitted all application materials but have not obtained a 3.0 cumulative grade point average upon completion of the baccalaureate degree may be admitted to an M.Ed. program on a provisional basis. Provisionally admitted candidates must complete nine credit hours of graduate study at Salisbury University with no grade below B.

Upon successful completion of nine credit hours, candidates may apply for full admission to the M.Ed. program. Following review of the application materials, the program director formally notifies candidates of admission or denial of admission.

Candidates who do not meet the provisional admission requirement of achieving nine credit hours with grades of B or above are not eligible to apply for admission to the M.Ed. program.

To assist candidates who are provisionally admitted, an advisor will be assigned. Candidates are expected to meet with their advisors to clarify program requirements and to assure that courses for which they register will be appropriate for the degree program.

Program of Study

Prior to admission to the M.Ed. program and registration for courses, it is the candidate's responsibility to become familiar with program requirements and to confer with the assigned faculty advisor to develop a program of study. The program of study identifies core courses, courses in the specific track or specialization the candidate will follow, recommended electives and the intended capstone experience. Advisors must approve candidates' programs of study. Program changes must also be approved by advisors.

▸ Course Requirements

Candidates seeking the M.Ed. at Salisbury University complete an approved program of study including at least 33 semester hours of graduate credit (a minimum of 24 hours completed at SU) with a cumulative grade point average of 3.0 or higher, with no grade lower than C, and no more than six credit hours of C or C+ in their program.

▸ National Board Certification Credit

Salisbury University recognizes the significant intellectual and practical accomplishments represented by successful completion of the National Board of Professional Teaching Standards (NBPTS) certification process. Consistent with this recognition, and with the recommendation by the American Council on Education, teachers who have completed the NBPTS process can petition for graduate credit to be applied as elective transfer credit in their Master of Education program. Teachers who have completed the NBPTS process and have achieved certification may petition for six hours of graduate credit. Those who have completed the process without certification may petition for three hours of graduate credit. Credit for completion of the NBPTS process with or without certification requires a valid transcript. While a student may petition for credit, the graduate program director, in consultation with the student's advisor, will make the final determination of appropriate credit with respect to a particular student's program.

M.Ed. Curriculum and Instruction Program

The M.Ed. program consists of 12 hours of core courses, 18 hours of study in a specific area and three to six hours in a capstone experience.

Specific electives are approved for each student. Accordingly, candidates consult with their advisors to determine appropriate electives for their area of study. When appropriate to the area of study, electives may be chosen from education courses, special topics courses or from graduate courses offered in programs outside of education.

The M.Ed. program culminates with a capstone experience selected from advanced seminars, internships, thesis research or practicum courses. Candidates plan an appropriate capstone experience in consultation with their advisor. Candidates who elect the thesis research option enroll in EDUC 630: Directed Research (thesis), and submit the completed project to the project director. Candidates must also satisfactorily complete an oral examination on the project to be scheduled through the faculty advisor after completion of the project. Candidates must complete at least 24 credits before selecting capstone course.

▸ Core Courses

The curriculum is planned to emphasize teaching and learning within a context of research, scholarship and practice. Core courses establish this foundation and help meet the following objectives:

1. Encourage a spirit of inquiry that will enable candidates to design and interpret research.
2. Assist candidates in developing a theoretical background to learning and instruction.
3. Provide candidates with the knowledge and skills necessary to assess, plan, develop, implement and evaluate curriculum.

Required core courses are as follows:

		Credits
EDUC 502	Introduction to Research	3
EDUC 504	Diversity in a Democracy	3
EDUC 545	Learning, Instruction and Assessment in the Schools	3
EDUC 570	Current Issues in Educational Technology	3

Students are required to complete EDUC 502: Introduction to Research within the first 12 credit hours of study in the M.Ed. program.

Post-Secondary Education Track

The Post-Secondary Education Track is designed for individuals pursuing advanced degrees for jobs in higher education or other agencies. Practicing teachers or individuals who hold or are eligible for teaching licences should apply to the Curriculum and Instruction Track.

1. Complete the following two courses:

		Credits
EDUC 562	College Student Development Theories	3
EDUC 590	Legal Issues in Higher Education	3

2. Complete 9-12 credits from the following:

		Credits
CADR 500	Introduction to Conflict Analysis and Resolution	3
CADR 510	Problem Solving, Negotiation and Conflict Assessment	3
CADR 520	Structural and Systematic Conflict and Dispute Systems	3
EDUC 560	College Teaching	3
or		
EDUC 563	Teaching Adults	3
EDUC 561	Seminar: Issues and Trends in Postsecondary Education	3
EDUC 567	Collaborative Teaching and Mentoring	3
EDUC 585	Technology Tools for Teaching and Learning	3
EDUC 590	Seminar in Education (any topic except Principles of Higher Education Law)	3
EDUC 619	The Law and Public Education	3
EDUC 665	Internship in Post-Secondary Education	3
EDUC 689	Multimedia in the Constructivist Classroom	3
EDUC 691	Independent Study	3
EDUC 695	Research Seminar	3
XXXX XXX	A graduate course in education or another discipline central to the program of study	3

3. Choose one or two of the following capstone experiences:

		Credits
EDUC 630	Directed Research (thesis)	3-6
or		
EDUC 695	Research Seminar	3
or		
EDUC 665	Internship in Post-Secondary Education	3

POST-BACCALAUREATE CERTIFICATE IN MIDDLE SCHOOL MATHEMATICS

PLEASE NOTE: The Post-Baccalaureate Certificate in Middle School Mathematics Program has been temporarily suspended. The status of the program is being examined. New students will not be admitted into the program during the period of suspension.

The Certificate in Middle School Mathematics (C.M.S.M.) is a certificate in middle-school mathematics. This certificate is designed for school personnel seeking advanced study in mathematics content appropriate for teaching mathematics at the middle-school level.

For admission to the certificate program, candidates must possess a bachelor's degree with a 2.75 minimum grade point average in undergraduate work, or possess a higher degree, and hold a teaching certificate in a specified subject area. For admission consideration, students must submit the following documentation: To the Admissions Office, an application, application fee and official transcripts from every college and university attended; To the Department of Mathematics and Computer Science, two letters of recommendation supporting the ability to succeed in graduate study, and a completed plan of study signed by a program advisor.

Note: This certificate is not a teaching certificate. The award of this certificate does not carry certification to teach.

Course Requirements

Candidates seeking the C.M.S.M. must complete at least four of the following courses:

		Credits
MATH 501	Number Theory from a Historical Perspective	3
MATH 503	Data Analysis	3
MATH 510	Mathematical Reasoning	3
MATH 520	Middle School Mathematics in a Teaching Context with Instructional Technology	3
MATH 541	Conceptual Algebra for Teachers	3
MATH 555	The Cartesian Triad: Algebra, Geometry and Coordinates in the Plane	3
MATH 565	Mathematical Modeling for Middle School Teachers	3
MATH 566	Geometry: From Euclid to Modern Day	3

MASTER OF EDUCATION READING SPECIALIST

Department of Education Specialties

Dr. Patricia Richards, Program Director
410-543-6379

The Master of Education Reading Specialist Program is a professional degree and certification program designed to prepare reading educators in instructional and leadership capacities for K-12 school settings. Theory and practice are complimentary throughout program course work. Students who complete the M.Ed. Reading Specialist Program are eligible for MSDE reading specialist certification.

The Reading Specialist Program is aligned with national standards for the preparation of reading professionals, as established by the International Reading Association and NCATE. It also reflects principles of Maryland's Redesign for Teacher Education. The curriculum promotes understanding of the relationship of all productive and receptive language processes in literacy development, as well as the factors that may disrupt that development. Through research and study, candidates become familiar with the knowledge base of the reading field. This knowledge is extended through action research projects in real classroom settings.

An essential element of the Reading Specialist Program is preparation to assess the literacy needs of individuals of all ages and to design appropriate instructional programs. Clinical practica with individuals and small groups provide hands-on experience under the supervision of experienced reading professionals. Toward the end of their program, candidates also have opportunities to supervise the reading instruction of paraprofessionals and pre-service teachers.

Reading specialists are instructional leaders and advocates for literacy. Experiences with curriculum development and reading program organization are provided through course work. Candidates will have opportunities to prepare professional presentations and publications, and to take leadership roles in community literacy activities and political advocacy.

General objectives of the Master of Education Reading Specialist Program are for candidates to:

1. develop knowledge of a theoretical base for language acquisition, given a variety of conditions and situations;
2. develop knowledge of a theoretical base for the interaction of all language processes in literacy development;
3. develop knowledge of a theoretical base and practical application for reading instruction at all developmental levels;
4. develop understanding of the nature and causes of reading difficulties;
5. develop ability to base literacy instruction on assessment findings from a range of instruments and strategies;
6. develop knowledge and ability to organize and enhance a reading program; and
7. participate in professional development activities at local, state, and national levels.

Admission

Candidates for the M.Ed. Reading Specialist Program must submit the Application for Graduate Program Admission, the application fee, official transcripts from all colleges and universities attended, and the Residency/Domicile Information form (if applying for in-state tuition as a Maryland resident) and the following additional application documents requirements of the Reading Specialist Program.

1. submit an application for admission, including two recommendations from qualified individuals who support the candidate's ability for graduate study in reading;
2. possess an undergraduate GPA of 3.0 or higher;
3. possess a current elementary, secondary, or K-12 teaching certificate;
4. Meet with an advisor in the Education Specialties Department to discuss the program of study.

The Application for Graduate Program Admission, transcripts from all colleges and universities attended, and the Residency/Domicile Information form (if applying for in-state tuition as a Maryland resident) should be submitted to the Office of Admissions. Once the application and all transcripts arrive in the Admissions Office, the application file will be forwarded to the graduate education program. The documents and requirements specified by the Education Specialties Department should be sent to the graduate program coordinator. Following the review of these materials, the program coordinator formally notifies the candidate of admission or denial of admission to the program.

Course Requirements

Candidates seeking the M.Ed. Reading Specialist Degree complete an approved program of study including at least 33 semester hours of graduate credit with a cumulative grade point average of 3.0 or higher (a minimum of 24 hours completed at SU), with no grade lower than C, and no more than six credit hours of C or C+ in the program.

The M.Ed. Reading Specialist is a Maryland State Department of Education-approved program. Candidates who complete the M.Ed. Reading Specialist Program and who meet the requirement of 27 months of satisfactory teaching performance will be eligible for the Reading Specialist certificate. However, it is the responsibility of the candidate to understand and fulfill all state requirements and to make application to the state for certification. Candidates in states other than Maryland should consult with their state Department of Education to determine specific certification requirements.

Also, candidates are expected to complete a professional portfolio throughout the program, demonstrating their achievement of all required competencies. The portfolio should contain artifacts demonstrating the knowledge, skills, and attitudes of reading professionals, as well as reflective analysis of those artifacts and the learning experiences that led to their development. Portfolio requirements are presented in REED 500, and the portfolio is presented by the candidate in REED 620. Portfolio development occurs throughout all courses in the M.Ed. Reading Specialist Program. These courses are as follows:

		Credits
REED 500	Research in Reading Education	3
REED 515	Written and Oral Language Development	3
REED 516	Foundations of Reading: Elementary	3
REED 517	Foundations of Reading: Secondary	3
REED 518	Diversity and Literacy	3
REED 520	Literature for Children and Adolescents	3
REED 610	Assessment of Literacy Development	3
REED 611	Clinical Practicum I	3
REED 612	Clinical Practicum II	3
REED 614	Leadership for Reading Programs	3
REED 620	Research Seminar in Reading	3

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

Department of Education Specialties

Dr. Douglas M. DeWitt, Program Director
410-543-6286

The Master of Education (M.Ed.) in Educational Leadership Program is a professional degree program designed to prepare educational leaders. The curriculum emphasizes both theory and practice in the preparation of administrators and supervisors.

Salisbury University's program is based upon a carefully planned knowledge base and a well-defined philosophy. Graduates of this program should possess the vision, knowledge and skills necessary to promote excellence and high achievement in the schools. Graduates should be informed practitioners, possessing a full understanding of the theories that guide practice in school administration. Most importantly, they should demonstrate competence and skill as they apply knowledge to practice in educational organizations. Our graduates should respect the individual worth of all persons and appreciate the role of education in society.

Candidates in the M.Ed. in Educational Leadership Program have the opportunity to read, study and discuss a wide range of theories and ideas related to school administration. They have many opportunities to explore ideas through research and study, as well as actual and simulated experiences in practicing the skills of school administration. They should be actively involved in acquiring an understanding of the theories and practice of educational administration through a variety of teaching and learning experiences.

The role of the University in preparing educational leaders extends beyond the boundaries of the campus. The University reaches out to the community to establish positive working relationships with other educational organizations. Cooperation between the University and the schools is essential as candidates are prepared as school administrators. Finally, an ongoing association between the University and its graduates is essential as we work to meet the present and future needs of education in our community.

Objectives of the program are as follows:

1. Provide educators opportunities for professional development and to extend their knowledge and skills into the realms of leadership in curriculum, instruction and decision-making as well as the management of resources.
2. Provide training for potential school administrators and supervisors that will emphasize the development of skillful professional performance.
3. Provide academic preparation for candidates who seek certification in school administration or supervision and/or career advancement.
4. Provide educational leaders with skills in the use of technology to make and implement informed decisions.

5. Provide an opportunity for candidates to learn within the environment of an educational cohort that will encourage collegiality and professional cooperation.

Admission

Admission to the Master of Education in Educational Leadership Program at SU requires an application for graduate program admission; the application fee; official transcript from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application documents and requirements specified by the Education Specialties Department:

A. Submit two letters of recommendation from qualified individuals who support the candidate's ability for graduate study in educational administration and supervision.

B. Provide evidence of at least two years (18 months) of satisfactory teaching performance.

C. Possess an undergraduate grade point average of 3.0.

D. Meet with a faculty member in the M.Ed. in Educational Leadership Program to discuss professional goals and career objectives.

Provisional Admission

Candidates who do not meet the minimum requirements may be admitted on a provisional basis as space is available.

Program of Study

Following admission to the M.Ed. in Educational Leadership Program, and prior to registration for classes, students are expected to become familiar with program requirements and to confer with the assigned faculty advisor to develop a plan of study.

Course Requirements

Candidates in the M.Ed. in Educational Leadership Program complete an approved program of study including at least 33 semester hours of graduate credit (a minimum of 24 hours completed at SU) with a cumulative average of 3.0 or higher, with no grade lower than C, and no more than six credit hours of C or C+ in the program.

The M.Ed. in Educational Leadership Program is an NCATE and Maryland State Department of Education-approved program leading to the Administrator I certificate. Candidates who complete the M.Ed. in educational leadership and who meet the requirement of 27 months of satisfactory teaching performance will be eligible for the Administrator I certificate. However, it is the responsibility of the candidate to understand and fulfill all state requirements and to make application to the state for certification. Candidates in states other than Maryland should consult with their state Department of Education to determine specific certification requirements.

Candidates in the M.Ed. in educational leadership cohort take courses in the following sequence:

		Credits
EDLD 510	Educational Leadership and Technology	3
EDLD 512	Educational Research and Educational Leadership	3
EDLD 514	Aligning Curriculum, Instruction and Assessment	3
EDLD 516	P-12 School Administration	3
EDLD 517	Supervision to Improve Instruction	3
EDLD 550	Leadership and Change	3
EDLD 552	Diversity and Group Dynamics in Educational Leadership	3
EDLD 555	Public School Fiscal and Human Resource Management	3
EDUC 619	The Law and Public Education	3
EDLD 656	Educational Leadership Internship/Issues Analysis (Take EDLD 656 twice for a total of six credits.)	3

Entrance into Educational Leadership Internship

Prior to enrolling in EDLD 656: Educational Leadership/Issues Analysis each candidate must complete all prerequisite courses with an overall grade point average of 3.0 or better and successfully earn a passing grade on each of the four questions on the Comprehensive Qualifying Exam. In the event that a candidate does not pass each individual question upon his or her first attempt at taking the Comprehensive Qualifying Exam, the candidate may re-take unsuccessful question areas a second time.

School Leaders Licensure Assessment

Each candidate must take the School Leaders Licensure Assessment and report his or her score to Salisbury University prior to program completion. It is recommended that candidates take the exam prior to the completion of EDLD 656.

All work toward the Master of Education in educational leadership must be completed within seven calendar years from the end of the semester or summer tern in which such work began. Students must maintain a GPA of 3.0. Reporting of the School Leaders Licensure Assessment is required prior to the completion of the Master of Education Program.

Satisfactory completion of this program and 27 months of satisfactory teaching experience are required for eligibility for Maryland Administrator I certification. Certification regulations may be changed by the State of Maryland.

MASTER OF SCIENCE IN MATHEMATICS EDUCATION

Department of Mathematics and Computer Science and Department of Education Specialties

Dr. Jennifer Bergner, Program Director
410-677-5429
Dr. Randall E. Groth, Department of Education Specialties Liaison
410-677-5061

The Master of Science in Mathematics Education (M.S.M.E.) is a professional degree offered cooperatively by the Department of Education Specialties and the Department of Mathematics and Computer Science. The program is designed for candidates seeking advanced preparation in the teaching of mathematics in the middle and secondary schools. The curriculum includes fundamental, theoretical and practical experiences within mathematics and education. The M.S.M.E. program promotes continuing professional development and lifelong learning for teachers and mathematics education leaders. This is consistent with the recognition that capable and confident mathematics educators are necessary for all levels of mathematics instruction.

General objectives are as follows:

1. Provide candidates with an opportunity for personal and professional growth through graduate study in mathematics and in education.

2. Provide mathematics classroom teachers and mathematics educational specialists with an opportunity to develop and improve competencies in mathematics and mathematics education.
3. Provide mathematics educators with an opportunity for additional preparation needed for professional development and career advancement.

▸ Admission

Candidates who indicate on their application for graduate program admission form that they wish to pursue the Master of Science in Mathematics Education (M.S.M.E.) will be assigned an advisor in the Mathematics and Computer Science Department and an advisor in the Department of Education Specialties and will receive M.S.M.E. application materials. Admission to the M.S.M.E. at SU requires an application for graduate program admission, the application fee, official transcripts from all colleges and universities attended; and the Residency/Domicile Information form (if applying for in-state tuition as a Maryland resident) be submitted to the Office of Admissions. The following additional application documents and requirements specified by the two collaborating departments must be sent to the Department of Mathematics and Computer Science:

1. Submit a written description of the reasons for pursuing graduate study in mathematics education and a statement of career goals within the discipline.
2. Submit two letters of recommendation supporting the ability to succeed in graduate study.
3. Complete and submit a plan of study signed and approved by the advisor.
4. Possess an undergraduate cumulative GPA of 2.75 or a previously completed master's degree from a regionally accredited institution of higher learning.

Following the review of these materials, the program director formally notifies candidates of admission or denial into the program.

Questions regarding the applicability of courses taken as a non-degree graduate student will be resolved by the two collaborating departments' graduate program directors.

▸ Provisional Admission

Candidates who have submitted all application materials but have not obtained a 2.75 cumulative grade point average upon the completion of baccalaureate degree may be admitted on a provisional basis. Provisionally admitted candidates must complete nine credit hours of graduate study at SU with no grade below B.

Upon successful completion of nine credit hours candidates may apply for full admission to the M.S.M.E. program. Following the review of application materials, the program director formally notifies candidates of admission or denial into the program.

Candidates who do not meet the provisional admission of achieving nine credit hours with grades of B or above are not eligible to apply for admission into the M.S.M.E. program.

To assist candidates who are provisionally admitted, an advisor will be assigned. Candidates are expected to meet with their advisors to clarify program requirements and to assure that courses for which they register will be appropriate for their programs of study.

▸ Program of Study

Prior to admission to the M.S.M.E. program and registration for courses, it is the candidates responsibility to become familiar with the program requirements and to confer with assigned faculty advisors to develop programs of study. The program of study identifies core courses, courses in the specific tracks the candidate will follow, recommended electives and the intended capstone experience. Advisors must approve candidates' programs of study. Program changes must also be approved by advisors.

▸ Course Requirements

Candidates seeking the M.S.M.E. at Salisbury University must complete an approved program of study including at least 33 semester hours of graduate credit (a minimum of 24 hours completed at SU) with a cumulative GPA of 3.0 or higher, with no grade lower than a C, and no more than six credit hours of C or C+.

The M.S.M.E. program consists of 12 semester hours of education courses, 12 hours of mathematics courses in either the Middle School Track or High School Track, six hours of electives and three hours in a capstone experience.

▸ Education Courses (12 semester hours)

The curriculum is planned to emphasize mathematical teaching and learning within a context of research, scholarship and practice. Required courses are:

		Credits
EDUC 502	Introduction to Research	3
EDUC 504	Diversity in a Democracy	3
EDUC 545	Learning, Instruction and Assessment in the Schools	3
EDUC 506	Seminar in Teaching Mathematics	3

▸ Tracks

In addition to completing the courses in education, M.S.M.E. students select either the Middle School Track or the High School Track. The candidate must complete the required mathematics courses for the tracks chosen. The required courses in both tracks are linked to the core learning goals in algebra, geometry and data analysis.

Middle School Track

(12 semester hours required)
Complete the following:

		Credits
MATH 545	Conceptual Algebra for Teachers	3
or		
MATH 555	The Cartesian Triad (departmental approval required)	3
and		
MATH 566	Geometry: From Euclid to Modern Day	3
MATH 503	Data Analysis	3
and		
MATH 501	Number Theory from a Multicultural and Historical Perspective	3
or		
MATH 565	Mathematical Modeling for Middle School Teachers	3

High School Track

(12 semester hours required)
Complete all of the following:

		Credits
MATH 507	Seminar: Algebra	3
MATH 508	Seminar: Geometry	3
MATH 500	Foundations of Number Theory	3
MATH 502	Applied Statistics	3

▸ Electives (6 semester hours)

The two elective courses may be taken from the graduate offerings in education, mathematics or science. See graduate advisors for recommended electives for each track. Recommended electives are listed on the checklist for the program.

▸ Capstone Courses (3 semester hours)

All candidates for the M.S.M.E. will complete a capstone experience.

		Credits
EDUC 695	Research Seminar	3

MASTER OF SOCIAL WORK

Department of Social Work

Dr. Deborah Mathews, Department Chair
410-543-6305
Dr. Vicki Root, Associate Chair & Graduate Program Director
410-677-3948

The Master of Social Work (M.S.W.) prepares social work practitioners for advanced direct practice with individuals, families and groups. Graduates will be prepared to practice in a variety of settings.

The M.S.W. program is designed to help students achieve their maximum potential through a carefully structured curriculum of foundation and advanced courses. Students without an accredited undergraduate degree in social work are admitted to the regular 62 semester hour program that may be completed in four semesters.

Advanced standing is available to applicants who have graduated from an undergraduate accredited social work program within the past three years, or two years of human service work within the last five years. Applicants having received a B.A.S.W. more than five years previously will not be considered for advanced standing. Applicants for advanced placement standing must also have a grade point average of at least 3.2 over the last 60 graded hours of study. Full-time students may complete the 32 semester hour advanced standing program in one year.

▸ Prerequisites for Admission

Students seeking admission to the M.S.W. program must demonstrate that they:

1. Hold a baccalaureate degree from a regionally accredited college or university.
2. Have completed a broad liberal arts background with a minimum of 24 credit hours including at least one course in sociology, psychology, English, political science or history, statistics, and biology with a lab. A course in introductory statistics is required. These undergraduate requirements may be taken at any accredited college or university, including community colleges. All prerequisites for admission must be completed prior to admission, except statistics and biology with a lab, which must be completed by the end of the first semester in the program. All offers of admission are conditional upon the successful completion of the undergraduate coursework.
3. Have earned a minimum of a 3.0 grade point average on the last 60 graded credits leading to the baccalaureate degree.
4. Meet the requirements for advanced standing if the applicant seeks admission to the program. Applicants for advanced standing must have graduated from an undergraduate social work program accredited by the Council on Social Work Education within the last three years. Applicants with two years of human service work who graduated within the last five years will be considered. Applicants must have a minimum grade point average of 3.2 over the last 60 graded hours of study.
5. Have submitted transcripts of any completed graduate courses.

The three professional letters of recommendation are usually from persons such as professors, employers, supervisors, professional colleagues and community associates. Only one reference may be from a Salisbury University Social Work Department faculty member. Applicants who have been employed in a social service agency should request a recommendation from a recent employer or supervisor. Student applicants should provide a recommendation from a faculty advisor or instructor.

▸ Provisional Admission

Provisional admission may be granted to applicants who have a GPA of 2.5 to 2.99 on the last 60 credits leading to the bachelor's degree and have an otherwise strong application. Moreover, provisionally admitted applicants must complete one semester of graduate courses (at least two courses) with a GPA of 3.0.

▸ Transfer Applicants

Under certain circumstances, students may receive a maximum of 29 semester hours for work completed not more than five years prior to first registration from a CSWE-accredited graduate school of social work and for which a grade of at least a B was received. No course, including any transfer course, may be counted toward a degree if it was completed more than seven full calendar years prior to the date of graduation.

Students must complete a minimum of 32 credits in the Salisbury University Department of Social Work, to be eligible for the M.S.W.

Students currently or previously enrolled in another accredited master's level social work degree program who are seeking admission as a transfer students are required to submit the following additional materials:

1. A brief written statement describing the reasons why they are requesting a transfer.
2. A copy of practicum/field work evaluation(s), if applicable.
3. One of the three recommendations must be from a faculty member or field supervisor affiliated with the program.

Students from non-M.S.W. programs may receive a maximum of six transfer credits for courses for which he/she has earned a grade of B or above. Each course will be individually assessed for program equivalency. Official determination of allowable credit for work completed elsewhere will be made at the time of admission.

Any student registered in the program who wants to take a course at another university and transfer credit toward the Salisbury University Department of Social Work M.S.W. (i.e., a summer course) must receive approval from the chair of the Social Work Department.

Advanced Standing

Applicants for advanced standing must submit the following material in addition to the usual application requirements:

1. Transcripts documenting eligibility for advanced standing.
2. Recommendation for advanced standing from the Social Work Department chair of the school in which they completed their Bachelor of Social Work.
3. A detailed evaluation of their field instruction experience and performance by the agency supervisor or an evaluation of their employment performance. They may submit evaluations of field performance conducted at the end of each undergraduate semester.

Progression Requirements

Students in the M.S.W. program may graduate with no more than six credits (typically two courses) in which they earn lower than a B (three credits for advanced standing students). Students in the 62 credit M.S.W. program are allowed to repeat two courses one time during their program to improve their grade (no more than one course in the foundation curriculum and no more than one course in the concentration curriculum may be repeated). Advanced standing students may repeat one course one time. Students who have exceeded their allowable C credits and who have utilized their allowable course repeat option will be dismissed from the program regardless of their GPA. Students who receive any grade below a C and have utilized their allowable course repeat option will be dismissed from the program regardless of their GPA.

In addition, students in the M.S.W. program must maintain a cumulative grade point average of 3.0. If the GPA falls below 3.0, the student is placed on academic probation according to University policy.

Additional policies are found in the *M.S.W. Graduate Student Handbook*.

Life Experience Statement

No credit will be given for work or life experience.

Pending Legal Action and Conviction Statement

Persons who indicate on the application that they have pending legal action or convictions will be asked to supply documentation on the nature of the offense and the disposition. Individuals admitted to the program who are facing pending legal action or convictions may have restrictions placed on the area of study and field placements they may pursue. In addition, some field placement agencies require a criminal background check.

Applicants are also advised that the Professional Standards Committee of the Maryland Board of Social Work Examiners may refuse to issue a license or certificate of registration to any person who has been convicted of any crime in this or any other state. Applicants may be denied admission, or if enrolled, terminated, from the program if they have not been truthful or provided inaccurate information in the application.

Course of Study

The expected course of study for the regular full-time program requires two years of coursework and field instruction. Students in the regular part-time program are expected to complete their course work and field instruction in four years. The expected course of study for full-time advanced standing students is one year of course-work and field instruction or two years for part-time advanced standing students. Incoming advanced standing students will be required to take a three-credit intensive course on the philosophical and ethical foundations of social work practice at the beginning of regular classes.

A grade point average of 3.0 is required for graduation. To remain in good academic standing, graduate students must maintain a cumulative grade point average of at least 3.0 for all graduate courses. Students in the regular program must complete two different field placements.

Non-Degree Student Enrollment

Eligible students who wish to enroll as non-degree graduate students (not formally admitted to a graduate degree program) are not required to complete a formal application for admission and may schedule up to three approved Foundation Level courses. These students may have official transcripts sent to the Admissions Office from the baccalaureate granting institution and all institutions attended for graduate study and register for classes with the Registrar's Office.

Regular Full-Time Curriculum

Foundation Year

	Credits
Fall Semester - First Year	
SOWK 605 Social Welfare Policy: Foundations and Structure	3
SOWK 610 Theoretical Analysis of Behavior I	3
SOWK 616 Social Research I	3
SOWK 620 Social Work Practice I	3
SOWK 640 Field Instruction I	3
	15
Spring Semester - First Year	
SOWK 617 Social Research II	3
SOWK 622 Social Work Practice II	3
SOWK 623 Social Work Practice III	3
SOWK 630 Theoretical Analysis of Behavior II	3
SOWK 645 Field Instruction II	3
	15

Concentration Year

	Credits
Fall Semester - Second Year	
SOWK 602 Ethical Foundation of Social Work	3
SOWK 650 Advanced Practice with Individuals	3
SOWK 654 Psychopathology	3
SOWK 660 Advanced Practice with Families	3
SOWK Elective*	3
SOWK 665 Field Instruction III	4
	16 or 19
Spring Semester - Second Year	
SOWK 655 Evaluation of Social Work Practice	3
SOWK 663 Supervision and Administration	3
SOWK 680 Advanced Practice with Groups	3
SOWK Elective*	3
SOWK 685 Field Instruction IV	4
	13 or 16
	Total: 62 Credits

*Can be taken either fall or spring

Regular Part-Time Curriculum

Foundation Curriculum

	Credits
Fall Semester - First Year	
SOWK 605 Social Welfare Policy: Foundations and Structure	3
SOWK 610 Theoretical Analysis of Behavior I	3
	6
Spring Semester - First Year	
SOWK 620 Social Work Practice I	3
SOWK 630 Theoretical Analysis of Behavior II	3
	6
Fall Semester - Second Year	
SOWK 616 Social Research I	3
SOWK 640 Field Instruction I	3
	6
Spring Semester - Second Year	
SOWK 617 Social Research II	3
SOWK 622 Social Work Practice II	3
SOWK 623 Social Work Practice III	3
SOWK 645 Field Instruction II	3
	12
Fall Semester - Third Year	
SOWK 602 Ethical Foundation of Social Work	3
SOWK 650 Advanced Practice with Individuals	3
SOWK 654 Psychopathology	3
	9
Spring Semester - Third Year	
SOWK 663 Supervision and Administration	3
SOWK 680 Advanced Practice with Groups	3
	6
Fall Semester - Fourth Year	
SOWK Elective *	3
SOWK 660 Advanced Practice with Families	3
SOWK 665 Field Instruction III	4
	7 or 10
Spring Semester Fourth Year	
SOWK Elective*	3
SOWK 655 Evaluation of Social Work Practice	3
SOWK 685 Field Instruction IV	4
	7 or 10
	Total: 62 Credits

*Can be taken either fall or spring

Advanced Standing Curriculum

Full Time

	Credits
Fall Semester - First Year	
SOWK 602 Ethical Foundation of Social Work	3
SOWK 650 Advanced Practice with Individuals	3
SOWK 654 Psychopathology	3
SOWK 660 Advanced Practice with Families	3
SOWK 665 Field Instruction III	4
SOWK Elective *	3
	16 or 19
Spring Semester - First Year	
SOWK Elective *	3
SOWK 655 Evaluation of Social Work Practice	3
SOWK 663 Supervision and Administration	3
SOWK 680 Advanced Practice with Groups	3
SOWK 685 Field Instruction IV	4
	13 or 16
	Total: 32 Credits

*Can be taken either fall or spring

Part Time

	Credits
Fall Semester - First Year	
SOWK 602 Ethical Foundation of Social Work	3
SOWK 650 Advanced Practice with Individuals	3
SOWK 654 Psychopathology	3
	9
Spring Semester - First Year	
SOWK Elective	3
SOWK 680 Advanced Practice with Groups	3
	6
Fall Semester - Second Year	
SOWK 660 Advanced Practice with Families	3
SOWK 665 Field Instruction III	4
	7
Spring Semester - Second Year	
SOWK 655 Evaluation of Social Work Practice	3
SOWK 663 Supervision and Administration	3
SOWK 685 Field Instruction IV	4
	10
	Total: 32 Credits

Satellite Program Regular Curriculum

Year One

	Credits
Semester 1 - Fall Semester	
SOWK 605 Social Welfare Policy: Foundations and Structure	3
SOWK 610 Theoretical Analysis of Behavior I	3
SOWK 620 Social Work Practice I	3
Semester 2 - Spring Semester	
SOWK 622 Social Work Practice II	3
SOWK 623 Social Work Practice III	3
SOWK 630 Theoretical Analysis of Behavior II	3

Year Two

Semester 3 - Fall Semester	
SOWK 616 Social Research I	3
SOWK 640 Field Instruction I	3
SOWK Elective*	3
Semester 4 - Spring Semester	
SOWK 602 Ethical Foundation of Social Work	3
SOWK 617 Social Research II	3
SOWK 645 Field Instruction II	3
SOWK 654 Psychopathology	3
Semester 5 - Summer Term	
SOWK 663 Supervision and Administration	3

Year Three

Semester 6 - Fall Semester	
SOWK 650 Advanced Practice with Individuals	3
SOWK 660 Advanced Practice with Families	3
SOWK 665 Field Instruction III	4
Semester 7 - Spring Semester	
SOWK 655 Evaluation of Social Work Practice	3
SOWK 680 Advanced Practice with Groups	3
SOWK 685 Field Instruction IV	4

Electives* (choose one)

SOWK 653 Substance Abuse Assessment and Intervention	3
SOWK 677 Child Welfare	3

Total: 62 Credits

Satellite Program Advanced Standing Curriculum

Year One

	Credits
Semester 1 - Fall Semester	
SOWK 650 Advanced Practice with Individuals	3
SOWK 654 Psychopathology	3
SOWK 665 Field Instruction III	4
Semester 2 - Spring Semester	
SOWK 655 Evaluation of Social Work Practice	3
SOWK 680 Advanced Practice with Groups	3
SOWK 685 Field Instruction IV	4
Semester 3 - Summer Term	
SOWK 663 Supervision and Administration	3
Semester 4 - Fall Semester	
SOWK 602 Ethical Foundation of Social Work	3
SOWK 660 Advanced Practice with Families	3
SOWK Elective *	3

Electives* (choose one)

SOWK 653 Substance Abuse Assessment and Intervention	3
SOWK 677 Child Welfare	3

Total: 32 Credits

Courses

www.salisbury.edu/registrar/course schedules.html

NOTE: All courses 500 level and above are for graduate credit only.

The following course listing represents the University curricula as of the publication of this catalog. Additions and changes to the offerings are published in the *Registration Bulletin* and on the Web.

Not all courses are offered every semester. For current offerings consult the most current academic schedule during registration periods. See your academic advisors/department chair for additional information.

ACCOUNTING (ACCT)

201. INTRODUCTION TO FINANCIAL ACCOUNTING
3 hours credit
Provides students with a general overview of financial accounting including the underlying accounting principles and concepts, financial statement preparation, financial statement analysis, cash flow, etc. **Prerequisite:** Twenty-four college credit hours taken at or accepted by SU. **Three hours per week.**

202. INTRODUCTION TO MANAGERIAL ACCOUNTING
3 hours credit
Provides students with an understanding of how accounting information is used in the operation of a business Topics include inventory costing systems (job order costing and process costing), cost-volume-profit analysis, budgeting, performance evaluation, pricing and cost allocation, etc. **Prerequisite:** ACCT 201. **Three hours per week.**

248. LEGAL ENVIRONMENT
3 hours credit
In-depth analysis of legal principles and their relationship to commerce. Topics include areas of torts, constitutional law, contracts and government regulation. **Three hours per week.**

302. COST ACCOUNTING I
3 hours credit
Emphasizes the use of accounting information for budgeting, planning and control, and decision making. Topics include integrated budgeting, variance analysis, job-order costing, activity-based costing, relevant costs for decision making, etc. **Major Prerequisites:** C or better in ACCT 201, 202 and admission to the Professional Program. **Non-Major Prerequisites:** C or better in ACCT 201, 202 and junior standing. **Three hours per week.**

304. INTERMEDIATE ACCOUNTING I
3 hours credit
Detailed analysis of current and noncurrent assets and the related revenue and expense accounts. Emphasis on recent APB and FASB pronouncements. **Major Prerequisites:** C or better in ACCT 201, 202 and admission to the Professional Program. **Non-Major Prerequisites:** C or better in ACCT 201, 202 and junior standing. **Three hours per week.**

305. INTERMEDIATE ACCOUNTING II
3 hours credit
Detailed analysis of accounting concepts, including current and noncurrent liabilities, stockholders equity accounts, related revenue and expense accounts, and statement of changes in financial position. Emphasis on recent APB and FASB guidelines. **Major Prerequisites:** C or better in ACCT 304, successful completion of the Accounting Program admission test and admission to the Professional Program. **Non-Major Prerequisites:** C or better in ACCT 304, successful completion of the Accounting Program admission test and junior standing. **Three hours per week.**

306. MANAGERIAL ACCOUNTING
3 hours credit
Introduction to internal accounting--accounting for planning and control and also for special decisions. Various topics and techniques are covered, the most pervasive being budgets. **Major Prerequisites:** ACCT 202 and admission to Professional Program. **Non-Major Prerequisites:** ACCT 202 and junior standing. **Three hours per week.**

338. SPECIAL TOPICS IN ACCOUNTING
3 hours credit
Advanced study of varying accounting topics based on students' interests and needs. May be repeated once for credit under different subtitles. May substitute for an accounting elective depending on the topic (see chair of Accounting Department). **Major Prerequisites:** C or better in ACCT 304 and admission to Professional Program. **Non-Major Prerequisites:** C or better in ACCT 304 and junior standing. **Three hours per week.**

341. FEDERAL INCOME TAX ACCOUNTING: PERSONAL
3 hours credit
Discussion of technical tax provisions as they pertain to individuals. Emphasis on tax planning considerations. Use of IRS forms where appropriate. This course, along with successful participation in the VITA program, satisfies the ABLE requirement. **Major Prerequisites:** C or better in ACCT 201, 202 and admission to the Professional Program. **Non-Major Prerequisites:** C or better in ACCT 201, 202 and junior standing. **Three hours per week.**

342. FEDERAL INCOME TAX ACCOUNTING: PARTNERSHIP AND CORPORATION
3 hours credit
Discussion of technical tax provisions as they pertain to corporations, partnerships, estates and trusts. Emphasis on tax planning considerations. **Major Prerequisites:** ACCT 341 and admission to Professional Program. **Non-Major Prerequisites:** ACCT 341 and junior standing. **Three hours per week.**

348. BUSINESS LAW
3 hours credit
Detailed expansion of Legal Environment (ACCT 248). Additional topics include business associations, partnerships, agencies, corporations, bankruptcy law, securities and accountants' liability. Stresses topics commonly found on the uniform CPA examination. **Major Prerequisites:** ACCT 248 and admission to Professional Program. **Non-Major Prerequisites:** ACCT 248 and junior standing. **Three hours per week.**

401. INTEGRATED ACCOUNTING SYSTEMS
3 hours credit
Detailed analyses and applications of computerized integrated accounting software systems. Topics include general ledger, accounts receivable, accounts payable, payroll, inventory and report writing systems. **Major Prerequisites:** ACCT 202 and admission to Professional Program. **Major Prerequisites:** ACCT 202 and junior standing. **Three hours per week.**

403. ADVANCED ACCOUNTING I
3 hours credit
In-depth study of consolidations and governmental/not-for-profit accounting. **Major Prerequisites:** Senior status, C or better in ACCT 305 and admission to Professional Program. **Non-Major Prerequisites:** Senior status and C or better in ACCT 305. **Three hours per week.**

404. ADVANCED ACCOUNTING II
3 hours credit
Examination of advanced accounting topics such as foreign currency translations; segment, interim and SEC reporting; troubled debt; partnerships; and estates and trusts. **Major Prerequisites:** C or better in ACCT 305 and admission to Professional Program. **Non-Major Prerequisites:** C or better in ACCT 305 and junior standing. **Three hours per week.**

407. AUDITING
3 hours credit
Duties and responsibilities of auditors, auditing standards, examination procedures, work paper preparation and audit reports. **Major Prerequisites:** Senior status, C or better in ACCT 305 and admission to Professional Program. **Non-Major Prerequisites:** Senior status and C or better in ACCT 305. **Corequisite:** ACCT 497. **Three hours per week.**

410. ADVANCED PROBLEMS IN FINANCIAL, MANAGERIAL AND GOVERNMENTAL ACCOUNTING
3 hours credit
Advanced applications in financial, managerial and governmental accounting. The first of a two-course elective sequence for accounting majors who plan to pursue a career in public accounting as certified public accountants. **Major Prerequisites:** C or better in ACCT 305 or permission of the department chair, and admission to Professional Program. **Non-Major Prerequisites:** C or better in ACCT 305 or permission of the department chair, and junior standing. **Three hours per week.** *(P/F)*

411. ADVANCED PROBLEMS IN TAXATION, LAW AND AUDITING
3 hours credit
Advanced applications in federal taxation, business law, professional responsibilities and ethics, and auditing. The second of a two-course elective sequence for accounting majors who plan to pursue a career in public accounting as certified public accountants. **Major Prerequisites:** C or better in ACCT 305 or permission of the department chair, and admission to Professional Program. **Non-Major Prerequisites:** C or better in ACCT 305 or permission of the department chair, and junior standing. **Three hours per week.** *(P/F)*

415. GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING
3 hours credit
Examination of the full range of accounting and reporting policies and procedures for state and local governments as well as for not-for-profit organizations. **Major Prerequisites:** C or better in ACCT 304 and admission to Professional Program. **Non-Major Prerequisites:** C or better in ACCT 304 and junior standing. **Three hours per week.**

420. ACCOUNTING INFORMATION SYSTEMS
3 hours credit
Examination of the role of accounting information in the organization. Major topics include users of accounting information, goals and objectives, review of accounting systems, the human component, hardware, software, data, operating controls and management controls. **Major Prerequisites:** C or better in ACCT 304 and admission to Professional Program. **Non-Major Prerequisites:** C or better in ACCT 304 and junior standing. **Three hours per week.**

430. INTERNATIONAL ACCOUNTING
3 hours credit
Introduction to a variety of international accounting issues encountered by multinational organizations. Includes accounting and auditing standards, consolidations and taxation. **Major Prerequisites:** C or better in ACCT 304 and admission to Professional Program. **Non-Major Prerequisites:** C or better in ACCT 304 and junior standing. **Three hours per week.**

435. ACCOUNTING IN ITS GLOBAL SETTING
3 hours credit
Introduction to a variety of international accounting issues encountered by multinational organizations. Issues include financial accounting standards; consolidation of international operations; auditing standards and procedures; managerial accounting systems for information gathering, planning, control and performance measurement; and international taxation. Part or all of the course will be held in another country. **Major Prerequisites:** C or better in ACCT 304 and admission to Professional Program. **Non-Major Prerequisites:** C or better in ACCT 304 and junior standing. **Three hours per week.**

460. CONTEMPORARY ISSUES IN ACCOUNTING
3 hours credit
Study of contemporary problems and issues emerging in the accounting profession. Includes developments at the SEC, FASB, GASB, GAO, IFAC, AICPA, etc., plus other technical issues. **Prerequisites:** C or better in ACCT 304 and junior standing. **Three hours per week.**

490. ACCOUNTING INTERNSHIP
3 hours credit
Internship experience in accounting. Placement and approval by chair of the accounting department required. **Prerequisites:** C or better in ACCT 201, 202; successful completion of the Professional Program admission test; completion of, or concurrent enrollment in, ACCT 304; placement approval and permission of the department chair; completion of ABLE administrative requirements; admission to Professional Program. **Three hours per week.**

491. ADVANCED ACCOUNTING INTERNSHIP
1-3 hours credit
Research associated with an internship experience in accounting. **Prerequisites:** ACCT 490 or completion of ABLE requirement, placement approval and permission of the department chair, completion of ABLE administrative requirements. **One to three hours per week.**

494. DIRECTED STUDY
1-3 hours credit
For students who desire to do research or pursue a special topic in accounting. May be used as an accounting elective if approved by the chair of the Accounting Department. **Prerequisites:** Junior status and permission of instructor prior to registration. **One to three hours per week.**

497. AUDITING INTERNSHIP
3 hours credit
A capstone experience which prepares graduates for their professional careers. Satisfies the ABLE requirement of the Accounting Department. **Prerequisites:** C or better in ACCT 305, admission to the Professional Program and senior standing. **Corequisite:** ACCT 407. **Three hours per week.**

510. GRADUATE SURVEY OF ACCOUNTING
3 hours credit
Introduction to the principles of accounting for proprietorships, partnerships and corporations. Surveys current financial accounting principles, the accounting cycle and financial statements. **Prerequisite:** Provisional status in M.B.A. program. **Three hours per week.**

604. ACCOUNTING FOR DECISION MAKING
2 hours credit
A study of accounting for decision making. Includes topics such as ethics; cost management concepts; understanding costing systems including activity-based systems; and understanding management accounting systems and how they impact behavior, decision making, budgeting, pricing, motivation and performance measurement. **Prerequisites:** Admission to the M.B.A. program; completion of Ivy Software Assessment; ACCT 201 (or equivalent) with a grade of C or better. **Four hours per week for half a semester.**

605. FINANCIAL ACCOUNTING THEORY
3 hours credit
Basic framework of accounting theory relating to income determination and funds flows. The basic problem of asset measurement, classification and the objective of financial reporting are presented along with the official and unofficial pronouncements of accounting societies and changes in accounting procedures. Basic understanding of the nature and development of accounting principles along with their application to current practice. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

608. ADVANCED AUDITING
3 hours credit
Addresses current issues in the technical, political, legal and economic environment which affect the public accounting profession's performance of its audit and attest function. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

615. GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING
3 hours credit
Covers the full range of accounting and reporting policies and procedures for state and local governments as well as for a variety of not-for-profit organizations. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

618. STRATEGIC ISSUES IN ACCOUNTING AND FINANCE
2 hours credit
An exploration of financial planning, information and reporting issues that are critical to organizational success in the time of Sarbanes-Oxley, heavy international competition and outsourcing. Some key areas include ratio analysis, capital budgeting, performance reporting, financial planning, integrated information systems and current best practices. **Prerequisites:** ACCT 604 and admission to the M.B.A. program. **Four hours per week for half a semester.**

620. ADVANCED ACCOUNTING INFORMATION SYSTEMS
3 hours credit
Presents the underlying concepts of information management, with an emphasis on accounting applications and systems controls. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

630. INTERNATIONAL ACCOUNTING
3 hours credit
Introduces a variety of international accounting issues encountered by multinational organizations. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

640. MANAGERIAL ACCOUNTING
3 hours credit
Study of the use by management of accounting information for planning and control. Includes budgeting, cash-flow analysis, cost behavior concepts, strategic planning and financial reporting. This course is for non-accounting majors. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

645. ADVANCED TAXATION AND PUBLIC POLICY
3 hours credit
Focus on foundation and application of tax policy and law for federal and state income taxation. Individual, business and fiduciary tax knowledge will allow the student to develop a tax awareness by developing an ability to recognize tax problem areas, pitfalls and planning opportunities. Local, state, federal and international taxation issues and current events of U.S. individuals and business entities coupled with expanding on tax research skills will prepare students for management decision making roles in the consulting or business world. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

650. ADVANCED MANAGERIAL ACCOUNTING
3 hours credit
Provides undergraduate accounting majors with advanced treatment of new and complex techniques and procedures integral to the design and implementation of managerial and cost control systems in a rapidly evolving technological environment. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

660. CONTEMPORARY ISSUES IN ACCOUNTING
3 hours credit
Study of contemporary problems and issues emerging in the accounting profession. Includes developments at the SEC, FASB, GASB, GAO, IFAC, AICPA, etc., plus other technical issues. **Prerequisites:** A total of nine hours of upper-division accounting courses including ACCT 302, 304. Admission to the M.B.A. program. **Three hours per week.**

698. DIRECTED INDEPENDENT STUDY
1-3 hours credit
Individual tutorial course including accounting research topics not covered in other accounting courses. May be taken a maximum of two times (regardless of number of credits each time) under different subtitles. **Prerequisites:** A total of nine hours of upper-division accounting courses including ACCT 302, 304; completion of M.B.A. Office administrative requirements; and admission to the M.B.A. program. **One to three hours per week.**

699. SPECIAL TOPICS IN ACCOUNTING
3 hours credit
Study of specific problems and issues in accounting not covered in other courses. May be taken twice (maximum number of credit is six) under different subtitles. **Prerequisites:** A total of nine hours of upper-division accounting courses including ACCT 302, 304. Admission to the M.B.A. program. **One to three hours**

AIR FORCE SCIENCE (AFSC)

110. FOUNDATIONS OF THE U.S. AIR FORCE I
1 hour credit
Introduction to the Air Force ROTC that surveys the roles of the U.S. Department of Defense and the U.S. Air Force in our society. **Prerequisite:** Enrollment in the Air Force ROTC program. **One hour per week.**

111. FOUNDATIONS OF THE U.S. AIR FORCE II
1 hour credit
Study of basic leadership and team-building skills. Continues to explore career fields and basic core values in the Air Force. Designed to enhance basic oral and written communication skills. **Prerequisite:** Enrollment in the Air Force ROTC program. **One hour per week.**

150. INITIAL MILITARY TRAINING I
0 hours credit
First-year leadership lab teaches the principles of followership in both small groups and larger organizations. Cadets are oriented to Air Force organizational structure, customs and courtesies, and regulations. Opportunities to demonstrate followership and group dynamics are provided through first-aid training, small-unit tactics, athletic competition, drill and ceremony, and organizing events. **Prerequisite:** Enrollment in the Air Force ROTC program. **Corequisite:** AFSC 110. **Two hours per week.**

151. INITIAL MILITARY TRAINING II
0 hours credit
Continuation of leadership activities started in AFSC 150. **Prerequisite:** Enrollment in the Air Force ROTC program. **Corequisite:** AFSC 111. **Two hours per week.**

210. EVOLUTION OF USAF AIR AND SPACE POWER I
1 hour credit
Examines the importance of air and space power starting with the first and second World Wars and concluding with the initiation of the Korean Conflict. **Prerequisite:** Enrollment in the Air Force ROTC program. **One hour per week.**

211. EVOLUTION OF USAF AIR AND SPACE POWER II
1 hour credit
Examines the importance of air and space power through the Korean, Vietnam, Gulf and current War on Terrorism. Focuses on events, leaders and technical developments which surrounded the evolution and employment of USAF air and space power from the Korean War to the present. **Prerequisite:** Enrollment in the Air Force ROTC program. **One hour per week.**

250. FIELD TRAINING PREPARATION I
0 hours credit
Second-year leadership lab teaches the principles of leadership of small groups as components of a larger organization. Second-year cadets assume leadership roles in an Air Force organizational structure and train first-year cadets, while themselves receiving training from third-year cadets. **Prerequisite:** Enrollment in the Air Force ROTC program. **Prerequisite or Corequisite:** AFSC 150. **Corequisite:** AFSC 210. **Two hours per week.**

251. FIELD TRAINING PREPARATION II
0 hours credit
Second-year cadets participate in intense physical and military training sessions to prepare them to succeed at Air Force ROTC summer field training. Second-year cadets not offered enrollment in the Professional Officer Training courses perform as small-group leaders with first-year cadets. **Prerequisite:** Enrollment in the Air Force ROTC program and AFSC 250. **Prerequisite or Corequisite:** AFSC 151. **Two hours per week.**

310. AIR FORCE LEADERSHIP STUDIES I
2 hours credit
Focuses on the study of leadership principles, allowing students to serve as leaders in the cadet wing as well as providing skills needed to progress to the rank of Second Lieutenant during active duty. Provides advanced leadership experiences through a laboratory component **Prerequisite:** Enrollment in the Air Force ROTC program. **Two hours per week.**

311. AIR FORCE LEADERSHIP STUDIES II
2 hours credit
Study of leadership as a leader in the Air Force cadet group as well as in future active duty situations. Provides advanced leadership experiences and the opportunity to apply the principles. Course is taught at University of Delaware. **Prerequisite:** Enrollment in the Air Force ROTC program. **Two hours per week.**

350. PROFESSIONAL OFFICER TRAINING I
0 hours credit
Third-year cadets are assigned leadership roles within the cadet command structure, in which they assume responsibility for the success of training first- and second-year cadets, in one semester, and are assigned staff positions within the cadet command structure in the other semester, in which they learn and employ communications, planning, organizational and logistical skills in the context of accomplishing cadet activities. **Prerequisite:** Enrollment in the Air Force ROTC program. **Two hours per week.**

351. PROFESSIONAL OFFICER TRAINING II
0 hours credit
Continuation of leadership activities started in AFSC 350. **Prerequisite:** Enrollment in the Air Force ROTC program. **Two hours per week.**

410. AIR FORCE LEADERSHIP STUDIES AND PREPARATION FOR ACTIVE DUTY I
2 hours credit
Focuses on applying concepts in leadership and management by comprehending leadership styles and managerial functions, concepts of individual motivation and organizational/group dynamics, and decision-making processes. Emphasizes oral and written communication skills, leadership research and behavior. Course is taught at University of Delaware. **Prerequisite:** Enrollment in the Air Force ROTC program. **Two hours per week.**

411. AIR FORCE LEADERSHIP STUDIES AND PREPARATION FOR ACTIVE DUTY II
2 hours credit
Continuation of the application of leadership and management principles to Air Force cadet group activities and future active duty situations. Provides advanced leadership, responsibilities and opportunities to apply the effective principles to real-life situations. Course is taught at University of Delaware. **Prerequisite:** Enrollment in the Air Force ROTC program. **Two hours per week.**

450. PROFESSIONAL OFFICER TRAINING III
0 hours credit
Fourth-year cadets assume senior leadership roles within the cadet command structure, in which they exercise leadership over numerous other cadets. Executive leadership is developed. Cadets practice long-range planning, budgeting, human resource management, logistics, regulatory compliance, and development and communication of mission statements, goals and operation plans. Cadets will be assigned a senior command-leadership position one semester and a senior staff position in the other semester. **Prerequisite:** Enrollment in the Air Force ROTC program. **Two hours per week.**

451. PROFESSIONAL OFFICER TRAINING IV
0 hours credit
Continuation of leadership activities started in AFSC 450. **Prerequisite:** Enrollment in the Air Force ROTC program. **Two hours per week.**

AMERICAN STUDIES (AMST)

205. THE AMERICAN EXPERIENCE
3 hours credit
Introductory course in American Studies. Attempts to define the American character and society through reading in history, biography and fiction covering the 19th and 20th centuries. **Three hours per week.**

305. ALTERNATIVE COMMUNITIES AND LIFESTYLES IN AMERICA
3 hours credit
Survey of American countercultures from the Puritans to recent communes. Emphasis on alternative forms of religion, economic and social organization, and marriage. **Three hours per week.**

315. TOPICS IN AMERICAN STUDIES
3 hours credit
Historical study of some particular aspect of American society and culture. May be taken twice under different course titles. **Three hours per week.**

480. SENIOR SEMINAR IN AMERICAN STUDIES
4 hours credit
A research seminar. Students design and carry out a research project. Class reading and discussion attempts to integrate previous work done in American studies and arrive at a comprehensive overview of American society and culture. Crosslisted with HIST 375. **Prerequisite:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

ANTHROPOLOGY (ANTH)

100. CULTURAL ANTHROPOLOGY AND LINGUISTICS
4 hours credit
Introduction to the study of human culture and communication across a wide range of traditional and modern societies, with an emphasis on participant-observation ethnographic fieldwork. May not receive credit for both ANTH 212 and ANTH 100. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

102. BIOLOGICAL ANTHROPOLOGY AND ARCHAEOLOGY
4 hours credit
Introduction to the study of human biological and cultural evolution from the earliest hominins to the present, with an emphasis on paleoanthropological and archaeological research. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

200. TOPICS IN ANTHROPOLOGY
4 hours credit
Study of specific topics in varied fields of anthropology. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

201. CULTURAL ANTHROPOLOGY SURVEY
4 hours credit
A comprehensive survey of the indigenous peoples and traditional cultures of a specific region of the world, focusing on ethnographic and linguistic research. May be taken twice under different subtitles. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

202. ARCHAEOLOGY SURVEY
4 hours credit
A comprehensive survey of the archaeological cultures of a specific region of the world or chronological period. May be taken twice under different subtitles. May not receive credit for both ANTH 250 and ANTH 202. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

215. RELIGION, MAGIC AND WITCHCRAFT
4 hours credit
Study of beliefs and rituals of people affected by the presence of gods or other supernatural beings. Topics include magic, witchcraft and shamanist practices among aboriginal and traditional societies throughout the world. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

301. CULTURAL ANTHROPOLOGICAL METHOD AND THEORY
4 hours credit
Survey of the theoretical history of cultural anthropology and a detailed overview of the methods of ethnographic research. **Prerequisites:** Sophomore standing and completion of two anthropology track core courses with grades of C or better. **Three hours per week with enhancement.**

302. ARCHAEOLOGICAL METHOD AND THEORY
4 hours credit
Survey of the theoretical history of archaeology and a detailed overview of the methods of archaeological research. **Prerequisites:** Sophomore standing and completion of two anthropology track core courses with grades of C or better. **Three hours per week with enhancement.**

400. INDIVIDUAL DIRECTED STUDY
4 hours credit
Advanced study in an area of anthropology through intensive literature and/or field research. **Prerequisites:** Sophomore standing and completion of two anthropology track core courses with C or better grades.

410. ARCHAEOLOGICAL FIELD METHODS
6 hours credit
Instruction in the hands-on techniques of archaeological fieldwork, including survey, excavation and the recording of finds. Offered during summer term only. **Thirty-five hours per week.**

459. SEMINAR IN ANTHROPOLOGY
4 hours credit
Advanced study of current research and literature in a selected field of anthropology. May be repeated twice under different subtitles. **Prerequisites:** Sophomore standing and completion of two anthropology track core courses with C or better grades. **Three hours per week with enhancement.**

497. UNDERGRADUATE RESEARCH
4 hours credit
Independent student research under anthropology faculty supervision. Students will have the opportunity to study a topic in depth and design their own research project; public presentation of results required. **Prerequisites:** Junior standing and satisfactory completion of three core courses.

500. INDIVIDUAL DIRECTED STUDY
3 hours credit
Advanced study in an area of anthropology through intensive literature and/or field research. May be repeated once under different subtitles.

510. ARCHAEOLOGICAL FIELD METHODS
6 hours credit
Instruction in the hands-on techniques of archaeological fieldwork, including survey, excavation and the recording of finds.

Offered during summer term only. **Thirty-five hours per week.**

559. SEMINAR IN ANTHROPOLOGY
3 hours credit
Advanced study of current research and literature in a selected field of anthropology. **Three hours per week.**

APPLIED HEALTH PHYSIOLOGY (AHPH)

502. INTRODUCTION TO RESEARCH
3 hours credit
Methods of investigating physiological mechanisms within the human clinical context; development of skills for producing as well as consuming research by proposing a research plan. **Prerequisite:** Admission to program. **Three hours per week.**

512. STRENGTH TRAINING TECHNIQUES AND PROGRAM DESIGN
3 hours credit
Examination of strength training techniques and program design. Emphasis placed on proper form and utilization of various workout designs to complement larger training goals. Students will gain experience in the practical aspects of designing individual workout sessions, periodization and programming to enhance progression. The course is designed to assist the student in meeting requirements to be eligible for and pass the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist exam (additional fee required for examination). **Prerequisite:** Admission to graduate study. **Three hours per week.**

513. EXERCISE AND STRENGTH TRAINING FOR REHABILITATION
3 hours credit
Review of injury process to bones/muscles that affect strengthening techniques and ability as well as the interaction of complicating medical history on exercise programs. Students will apply concepts of strengthening, cardiovascular and stretching techniques and design integrated programs for individuals with various medical conditions. **Prerequisite:** Admission to program. **Three hours per week.**

514. MUSCLE PHYSIOLOGY: ADAPTATIONS TO TRAINING AND SUPPLEMENTS
3 hours credit
Examination of muscle structure and function. Focus on muscle response to aerobic and resistance training and alterations induced via supplement use. Additionally, students examine the influence of muscle disuse and response to injury. **Prerequisite:** Admission to graduate study. **Three hours per week.**

515. APPLIED STRENGTH AND CONDITIONING
3 hours credit
Application of concepts and principles presented in AHPH 512 and AHPH 513. Students are assigned a group of athletes to train. Students work under the direction of the course instructor to design, implement and modify the strength and conditioning programs for their athletes. Emphasis is placed on tailoring the strength and conditioning programs to best meet the individual athlete's needs. **Prerequisite:** AHPH 512 and American Heart Association Health Care Provider CPR. **Three hours per week.**

532. EXERCISE METABOLISM
3 hours credit
A systematic, in-depth examination of the regulation of metabolic processes during exercise. Emphasis on carbohydrate, lipid and amino acid pathways in skeletal muscle, adipose tissue and the liver. Also includes an examination of metabolic factors contributing to fatigue and metabolic adaptations to strength and endurance exercise training. **Prerequisite:** Admission to Applied Health Physiology Program. **Three hours per week.**

534. HUMAN PSYCHOPHYSIOLOGY
3 hours credit
Study of the interrelationships between the mind and body. Examination of current research and historical views on the interaction of physiological processes and psychological function. **Prerequisite:** Admission to Applied Health Physiology Program. **Three hours per week.**

537. EMERGENCY PROCEDURES FOR CARDIOVASCULAR LIFE SUPPORT
3 hours credit
Using a case-based approach to enhance critical thinking, this course provides an in-depth study of applied cardiovascular/pulmonary physiology to Advanced Cardiovascular Life Support (ACLS). An expected outcome is achieving certification as ACLS providers. **Prerequisite:** American Heart Association Basic Life Support and consent of program director. **Three hours per week.**

542. EXERCISE PROGRAMMING, NUTRITION AND WEIGHT CONTROL
3 hours credit
Study of exercise programming guidelines as established by the American College of Sports Medicine. A strong focus is placed upon nutrition and weight control in conjunction with exercise prescription recommendation for a variety of clinical populations. Students gain practical experience in developing exercise programs for individuals with various conditions. **Prerequisite:** Admission to program. **Three hours per week.**

544. PHARMACOLOGICAL ASPECTS OF CLINICAL PHYSIOLOGY
3 hours credit
Examination of the physiological mechanisms involved in the clinical treatment of individuals with medications. Emphasis placed on the pharmacological influence on therapeutic exercise program design, monitoring techniques and patient outcomes. **Prerequisites:** Admission to program. **Three hours per week.**

545. CARDIOPULMONARY ASPECTS OF PHYSIOLOGY
3 hours credit
Study of cardiopulmonary physiology with an emphasis on gas transport, fluid and electrolyte balance, acid-base regulation, response to exercise and training adaptations. **Prerequisite:** Admission to program. **Three hours per week.**

546. HUMAN DEVELOPMENT AND AGING IN POPULATIONS WITH CHRONIC DISEASE
3 hours credit
Study of the pathophysiology and psychosocial aspects of aging populations with Chronic Obstructive Pulmonary Disease (COPD) and those with Coronary Artery Disease (CAD). Examination of the deleterious effects of COPD and CAD on physical and psychological functioning. Emphasis on cardiac/pulmonary rehabilitation as a mechanism to enhance quality of life in populations with COPD and/or CAD. **Prerequisites:** Admission to program. **Three hours per week.**

553. CLINICAL PHYSIOLOGY
3 hours credit
Study of common lab techniques used in physiologic health screening, fitness testing and research. Emphasis on cardiorespiratory and musculoskeletal procedures. **Three hours per week.**

562. TRENDS AND ISSUES IN PHYSIOLOGY
3 hours credit
In-depth examination of current literature in physiological journals. Emphasis placed upon critical review of research in

regards to methodology, data interpretation and conclusions derived from data. **Prerequisite:** Admission to program. **Three hours per week.**

590. SELECTED TOPICS IN APPLIED HEALTH PHYSIOLOGY
3 hours credit
Provides opportunities to investigate special themes or issues of interest for students in the health and fitness professions. Topics will vary by semester. May be repeated once under different course subtitles for a total of six credits. **Prerequisite:** Permission of instructor. **Three hours per week.**

691. RESEARCH IN PHYSIOLOGY
3 hours credit
Independent student research under the direction of a faculty member. Students will collect, analyze and interpret data and then prepare a manuscript suitable for publication. **Prerequisite:** AHPH 502. **Six hours per week.**

692. APPLIED HEALTH PHYSIOLOGY INTERNSHIP
3 hours credit
An internship of practical/observational experience with an approved health care/enhancement program for students pursuing a Master of Science in applied health physiology with a focus in one of three areas: strength and conditioning, cardiovascular/pulmonary rehabilitation, or fitness/wellness. **Prerequisite:** Admission to the program; completion of 18 graduate credit hours in the program, purchase of professional liability insurance, consent of program director and, where applicable depending on the area of focus, American Heart Association Basic Life Support. **The number of hours for completion is based on the area of focus.**

ART (ART)

104. ART APPRECIATION
4 hours credit
Wide-ranging introduction to the visual arts that focuses primarily on the art and architecture of Western Civilization. Topics include art theory, visual perception, subject matter and content, art-making media and techniques, the creative process and the relation of art to its historical and cultural context. Does not meet art major core requirements for art history. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

121. DESIGN PRINCIPLES
4 hours credit
Introduction to and development of knowledge and comprehension of the underlying principles of visual composition, through the creation of designs. Bulk supplies are provided, but students need to furnish some materials. **Major Corequisite:** ART 130; no corequisite/prerequisite for non-majors. **Six hours per week. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

129. INTRODUCTION TO DIGITAL PHOTOGRAPHY
4 hours credit
Introductory-level course designed to explore fundamentals of composition using digital photography and related support technology. Stresses the application of the elements of design and principles of composition through traditional photographic assignments and is appropriate for non-art majors, art minors and art majors in all tracks except photography. Instruction includes use of a digital camera and basic image manipulation programs. Students must provide their own cameras. **Major Prerequisite:** ART 121. **Six hours per week. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

130. DRAWING I
4 hours credit
Introduction to basic drawing principles, using a combination of black and white media in the exploration of linear and tonal elements. Students furnish their own materials. B.A. and B.F.A. core. **Major Corequisite:** ART 121; no corequisite/prerequisite for non-majors. **Six hours per week. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

201. INTRODUCTION TO ART HISTORY
4 hours credit
Chronological survey of art and architecture in western civilization, from prehistory to the present. Considers the style, subject matter and purposes of art in relation to its historical time period or culture. B.A. and B.F.A. core. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

208. HISTORY OF BAROQUE AND ROCOCO ART
4 hours credit
Survey of the visual arts in Europe from the late 16th century to the end of the 18th century. Explores the work of the era's major artists in relation to the larger historical, social and cultural contexts of their time. Emphasis on new developments in subject matter, patronage and art theory. **Major Prerequisite:** ART 201; no prerequisite for non-majors. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

215. CERAMICS I
4 hours credit
Introduction to the art of making clay forms using methods of hand building, forming, glazing, decorating and firing. Students furnish their own materials. B.A. Core. **Major Prerequisites:** ART 121, 130; no prerequisites for non-majors. **Six hours per week. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

226. GRAPHIC DESIGN I
4 hours credit
Introduction to graphic design as a specialized arts medium that integrates text and images to communicate specific messages to diverse viewers. Covers the history of graphic design, principles of visual communication and image creation, and the use of specialized computer software to solve basic graphic design problems. **Prerequisites:** ART 121, 130, 201. **Six hours per week.**

227. DIGITAL DESIGN AND LAYOUT
4 hours credit
Introduction for non-graphic design majors to the principles of graphic design and layout, and to the basic software packages used in graphic design. Designed to help fine arts majors prepare and present images of their artwork in a professional manner, and should be taken in the junior or senior year. **Major Prerequisites:** ART 121, 130, 201 and either 129 or 229; no prerequisites for non-majors. **Six hours per week.**

229. PHOTOGRAPHY I
4 hours credit
Introduction to basic elementary black and white photographic methods and darkroom procedures. Students furnish their own cameras, film, paper and developing tank. B.A. core. **Major Prerequisites:** ART 121, 130, 201; no prerequisites for non-majors. **Six hours per week.**

230. DRAWING II
4 hours credit
Introduction to monochromatic and polychromatic drawing techniques using wet and dry media. Students furnish their own materials. B.F.A. core. **Major Prerequisites:** ART 121, 130, 201. **Non-Major Prerequisite:** ART 130. **Six hours per week.**

246. PAINTING I
4 hours credit
Introduction to techniques in oil, acrylics and watercolor. Students furnish their own materials. B.A. and B.F.A. core. **Major Prerequisites:** ART 121, 130, 201. **Non-Major Prerequisite:** ART 130. **Six hours per week.**

261. SCULPTURE I
4 hours credit
Exploration of the expressive qualities of form using the subtractive and additive processes. Students furnish their own materials. **Major Prerequisites:** ART 121, 130, 201. **Non-Major Prerequisite:** ART 130. **Six hours per week.**

265. WOOD SCULPTURE
4 hours credit
Introduction to various woods, tools and sculpting techniques in a studio setting. Students must furnish materials. **B.F.A. Prerequisite:** ART 261. **Six hours per week.**

271. GLASS I
4 hours credit
Introduction to basic glass-working techniques with a focus on glass blowing, glass solid sculpting, and various cutting and finishing processes. Includes introduction to glass studio operations, including health and safety issues. Students must furnish safety apparel and any extra materials not covered by the lab fee. **Major Prerequisites:** ART 121, 130. **Non-Major Prerequisite:** Permission of instructor. **Six hours per week.**

280. NEW MEDIA I
4 hours credit
An integrated and cohesive approach to new media used in contemporary production environments. Includes a field trip to a contemporary art exhibition which focuses on time-based new media art. **Major Prerequisite:** ART 121; no prerequisite for non-majors. **Six hours per week.**

299. SOPHOMORE SEMINAR
2 hours credit
A mid-career forum for student debate and discussion concerning plurality of style, content and formal issues important to contemporary art. Professional and studio practices of artists and designers are introduced, allowing students to make the most of upper-level courses later in their academic careers. **Prerequisites:** Sophomore standing or above, art majors only. **Three hours per week.**

300. HISTORY OF MODERN ART TO 1945
4 hours credit
Survey of the principal movements comprising the modern tradition in art, including Impressionism, Post-Impressionism, Symbolism, Fauvism, Cubism, Expressionism, Abstract Art, Dada and Surrealism. Emphasis on new theories redefining the concept, form and purpose of art, the persona of the artist, and the relation of art to the social and political order. **Major Prerequisite:** ART 201; no prerequisite for non-majors. **Three hours per week with enhancement.**

301. NORTHERN RENAISSANCE ART
4 hours credit
Study of the art of Northern Europe, from the late 14th to the end of the 16th century, in relation to the larger historical, religious, social, economic and cultural contexts of this period. Focus is primarily on painting and printmaking. **Major Prerequisite:** ART 201. **Non-Major Prerequisite:** ART 104 or ART 201 or permission of instructor. **Three hours per week with enhancement.**

302. HISTORY OF AMERICAN ART: THE COLONIAL PERIOD TO 1900
4 hours credit
Survey of American painting, sculpture and architecture from the Colonial period to the end of the 19th century. Topics include the historical, social and cultural contexts of American art, the work and ideas of major artists, the relationship of American to European art, and the development of a national identity in American art. **Major Prerequisite:** ART 201. **Non-Major Prerequisite:** Permission of instructor. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

303. HISTORY OF AMERICAN ART: THE 20TH CENTURY
4 hours credit
Survey of the visual arts, primarily painting and sculpture, in the United States from the turn of the century to the present. Topics include the historical and social contexts of this art, the world and ideas of major artists, and the emergence of an American avant-garde after World War II. **Major Prerequisite:** ART 201. **Non-Major Prerequisite:** Permission of instructor. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

305. ART SINCE 1945
4 hours credit
Survey of major art movements in the United States and Europe since World War II, including key theoretical writings by artists and critics. Topics include the public persona of the artist, new ideas about the concept, form, purpose and interpretation of art, its relation to other disciplines, and its legitimation through arts organizations and the marketplace. **Major Prerequisite:** ART 201. **Non-Major Prerequisite:** Permission of the instructor. **Three hours per week with enhancement.**

306. HISTORY OF GREEK AND ROMAN ART
4 hours per week
Survey of ancient Greek and Roman art and architecture, beginning with the emergence of Greek civilization in the ninth century B.C. and ending with the fall of the Roman empire. Considers the style, subject matter and varied purposes of Greek and Roman art in relation to the changing historical, social and cultural contexts of this era. **Major Prerequisite:** ART 201. **Non-Major Prerequisite:** ART 104 or ART 201 or permission of instructor. **Three hours per week with enhancement.**

310. HISTORY OF ITALIAN RENAISSANCE ART
4 hours credit
Survey of painting, sculpture and architecture in the principal art centers of Italy during the 15th and 16th centuries. Covers the work and influence of several generations of major artists in relation to the larger historical, social and cultural contexts of this era. **Major Prerequisite:** ART 201. **Non-Major Prerequisite:** Permission of instructor. **Three hours per week with enhancement.**

312. WEB DESIGN
4 hours credit
Introduction to Web site design for creating visual materials on a microcomputer. Students create artistic "WWW pages," work on group assignments and publish collective work as a hyperlink to the home pages of the Art Department and/or other campus offices. **Major Prerequisites:** ART 201 and 226 or 227. **Non-Major Prerequisite:** COSC 116 or permission of the instructor. **Six hours per week.**

313. INTERACTIVE ANIMATION
4 hours credit
Introduction to interactive animation on a microcomputer. Learn to design animated, audiovisual content. Instruction in computer illustration and in the mechanics of motion graphics results in content suitable for publication on the Web and stand-alone presentation on compact disc. **Major Prerequisites:** ART 201 and 226 or 227. **Non-Major Prerequisite:** COSC 116 or permission of instructor. **Six hours per week.**

315. CERAMICS II
4 hours credit
Introduction to the elements and principles of designing and making pottery using the wheel throwing process. Students furnish their own materials. **Prerequisite:** ART 215. **Six hours per week.**

318. BOOK ARTS
4 hours credit
Introduction to the handmade, one-of-a-kind "artist's book" as a sculptural medium and creative art form. Explores various bookbinding techniques and both traditional and nontraditional materials, including those used in other art media. Encourages students to draw upon their work in other art courses and fields of study in the design, structure and content of their books. **Prerequisites:** ART 121, 130, 201. **Six hours per week.**

326. GRAPHIC DESIGN II
4 hours credit
Introduction to historic and contemporary typographic forms and to the integration of print and interface design for aesthetic and expressive purposes. Using more advanced software, students learn to design direct mail campaigns and promotional materials to establish corporate or product identity. **Prerequisite:** ART 226. **Six hours per week.**

328. ILLUSTRATION
4 hours credit
Students learn how to conceptualize and create images that communicate narrative or editorial content, using a variety of image-making techniques, including photo-imaging, computer-aided drawing, plus various traditional arts media. **Prerequisite:** ART 226 or 227. **Six hours per week.**

329. PHOTOGRAPHY II
4 hours credit
Continuation of aesthetic and experimental photography. Expands lab and field processes learned in Photography I and emphasizes personal expression. Topics include filters, flash, studio and darkroom techniques, Kodalith and multiple image. Students furnish their own cameras, film, paper and filters. **Prerequisite:** ART 229. **Six hours per week.**

330. DRAWING III
4 hours credit
Continuation of advanced monochromatic and polychromatic drawing techniques using wet and dry media, creating thesis-type projects. Students furnish their own materials. **Prerequisite:** ART 230. **Six hours per week.**

335. WOMEN IN ART
4 hours credit
Study of the art of selected women artists in relation to the historical and social contexts in which they worked and the professional opportunities available to them. Also examines how women have been represented in art, and how these images shape, reinforce or challenge society's beliefs about women and feminine gender roles. **Major Prerequisite:** ART 201. **Non-Major Prerequisite:** Permission of instructor. **Three hours per week with enhancement.**

336. HISTORY OF GRAPHIC DESIGN
4 hours credit
Comprehensive survey of graphic design history from prehistory to present. Topics include the influence of social and political world events, changing technology, important innovators and media evolution on print communications. **Major Prerequisite:** ART 201. **Non-Major Prerequisite:** Permission of instructor. **Three hours per week with enhancement.**

340. PAINTING II
4 hours credit
Study of selected media chosen by the student, with attention to special techniques and problems. Students furnish their own materials. **Prerequisite:** ART 246. **Six hours per week.**

345. ADVANCED COMPOSITION
4 hours credit
A process-oriented drawing course emphasizing increased levels of abstraction using a variety of media with special focus on formal issues. **Prerequisites:** ART 121, 130, 246. **Six hours per week.**

350. PRINTMAKING: LITHOGRAPHY
4 hours credit
Introduction to the principles of lithographic printing through the study of historical elements and practical processes. Various monochromatic lithographic printing techniques explored. Students furnish their own materials. **Prerequisites:** ART 121, 130, 201. **Six hours per week.**

351. PRINTMAKING: ETCHING
4 hours credit
Introduction to the principles of the fine art methods of intaglio printing through the study of historical elements and practical processes. Various monochromatic etching techniques explored. Students furnish their own materials. **Prerequisites:** ART 121, 130, 201. **Six hours per week.**

352. PRINTMAKING: SILKSCREEN
4 hours credit
Introduction to the principles of serigraphic printing through the study of historical elements and practical processes. Various monochromatic and polychromatic silkscreen printing techniques explored. Students furnish their own materials. **Prerequisites:** ART 121, 130, 201. **Six hours per week.**

353. PRINTMAKING: RELIEF
4 hours credit
Introduction to the principles of relief printing through the study of historical elements and practical processes. Various monochromatic and polychromatic relief printing techniques explored. Students furnish their own materials. **Prerequisites:** ART 121, 130, 201. **Six hours per week.**

355. DIGITAL IMAGING
4 hours credit
Introduction to digital imaging software and processes. Students will use photographs as well as original works in other media to create high quality digital prints, from black and white to full color. Emphasis will be placed on esthetic content as well as technical proficiency. **Prerequisites:** ART 121, 130, 201. **Six hours per week.**

359. ADVANCED DIGITAL PHOTOGRAPHY
4 hours credit
Upper-level course that covers advanced projects in photography using digital technology. Students should have a basic understanding of photographic composition and of basic computer skills required for digital imaging. A digital camera is required. May be taken for a maximum of eight credits. **Prerequisites:** ART 129 or 229 or permission of the instructor. **Six hours per week.**

361. SCULPTURE II
4 hours credit
Study of the sculpture techniques of welding, casting and hand building. Students furnish their own materials. **Prerequisite:** ART 261. **Six hours per week.**

371. GLASS II
4 hours credit
Refinement of introductory glass-working techniques and processes, plus demonstrations of more advanced hot-glass processes, cold methods and color techniques. Focuses on studio maintenance and construction of equipment. Students must furnish safety apparel and any materials not covered by the lab fee. **Prerequisite:** ART 271. **Six hours per week.**

380. NEW MEDIA II
4 hours credit
An intermediate introduction to videography, video editing, sound recording, surround sound mastering, storyboarding, scripting and motion graphics. Includes a field trip to a contemporary art exhibition which focuses on new media art. **Prerequisites:** ART 280. **Six hours per week.**

390. ADVANCED STUDY IN ART
1-3 hours credit
Advanced study in one or a combination of studio disciplines or art history. Students furnish their own materials. **Prerequisites:** ART 121, 130, 201 and approval of department chair.

391. SPECIAL TOPICS IN ART HISTORY
4 hours credit
Intensive study, including research, of a particular topic in art history. May be taken twice under different subtitles. **Major Prerequisite:** ART 201. **Non-Major Prerequisite:** ART 104 or ART 201 or permission of instructor. **Three hours per week with enhancement.**

395. SPECIAL TOPICS IN ART
4 hours credit
Intensive study of a selected area in studio art that includes research. May be taken twice for credit with different subtitles. Students furnish their own materials. **Major Prerequisites:** ART 121, 130, 201. **Non-Major Prerequisite:** Permission of instructor. **Six hours per week.**

399. INTERNATIONAL FIELD STUDY
3 hours credit
Travel and study of art, geography, history and culture of selected countries. Pre-tour lectures and other activities required. May be repeated once for credit. **Prerequisite:** Permission of instructor. **Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

415. CERAMICS III
4 hours credit
Presentation of advanced techniques in wheel throwing, clay assembly and kiln firing. Students furnish their own materials. **Prerequisite:** ART 315. **Six hours per week.**

416. ADVANCED CERAMICS
4 hours credit
Surveys the history, theory and practice of ceramics in a studio setting. Each student investigates and presents a seminar report on an individually chosen area of ceramic art followed by the practical application of discoveries via individual art works. May be taken two times for a maximum of eight credits. **Prerequisite:** ART 415. **Six hours per week.**

420. PHOTOGRAPHY III
4 hours credit
Study of color photography using transparency (slide) film. Practical applications include film selection, exposure and use of color in composition. Discussions of various types of color films and processes and of the history of color. Students furnish their own cameras and most supplies. **Prerequisite:** ART 329. **Six hours per week.**

426. GRAPHIC DESIGN III
4 hours credit
Using specialized software, students learn how to apply graphic design principles and techniques to the design of three-dimensional packages for consumer products. These package designs must also take into account specific marketing goals. **B.A. Prerequisite:** ART 326. **B.F.A. Prerequisites:** ART 326, completion of 24 hours of the B.F.A. core. **Six hours per week.**

429. ADVANCED PHOTOGRAPHY
4 hours credit
Study of advanced techniques to develop a personal aesthetic, artistic and professional style. Use of 4 x 5 view cameras and other advanced techniques. Projects of photo-essay form, designed to build students' portfolios. Students furnish their own cameras, film and paper. May be taken two times for a maximum of eight credits. **Prerequisite:** ART 329. **Six hours per week.**

430. DRAWING IV
4 hours credit
Study of advanced monochromatic and polychromatic drawing techniques using wet and dry media with special attention given to ongoing thematic projects. Students furnish their own materials. **B.A. Prerequisites:** ART 330. **B.F.A. Prerequisites:** ART 330, completion of 24 hours of the B.F.A. core. **Six hours per week.**

431. ADVANCED DRAWING
4 hours credit
Continued study in studio problems associated with drawing. Focus on the development of a portfolio and a series of papers based on a selected list of readings. This course may be repeated once for credit. **Prerequisite:** ART 430. **Six hours per week.**

440. PAINTING III
4 hours credit
Study of watercolor, oil, acrylic or media substitute. Focus on painting and critiques. **Prerequisite:** ART 340. **Six hours per week.**

441. PAINTING IV
4 hours credit
Advanced experience requiring an individual theme and goals using one of the following media: watercolor, oil, acrylic or agreed upon substitute. Development of a professional portfolio. Sketch books and written papers required. Students furnish their own materials. **Prerequisite:** ART 440. **Six hours per week.**

442. ADVANCED PAINTING
4 hours credit
Continued study in studio problems associated with painting. Focus on the development of a portfolio and a series of papers based on a selected list of readings. This course may be repeated once for credit. **Prerequisite:** ART 441. **Six hours per week.**

461. ADVANCED SCULPTURE
4 hours credit
Advanced experience of techniques and media. Students furnish their own materials. This course may be taken three times for a maximum of 12 credits. **Prerequisite:** ART 361. **Six hours per week.**

471. ADVANCED GLASS
4 hours credit
Advanced studio practice in glass is a class for serious students. Continued training with tools and development of expertise in glass and glass equipment. Students work toward developing their own research projects and are expected to take on more responsibility for the running of the glass lab. Students must furnish safety apparel and any materials not covered by the lab fee. May be taken three times for a maximum of 12 credits. **Prerequisites:** ART 371, permission of instructor. **Six hours per week.**

480. ADVANCED NEW MEDIA
4 hours credit
Using current software, achieve advanced proficiency in videography, video editing, sound mixing, surround-sound mastering, storyboarding, scripting and motion graphics. An analytical component focuses on the use(s) of time-based media by contemporary artists. Students must attend visiting artist lectures and exhibitions designed by the Electronic Gallery. May be taken three times for a maximum of 12 credits. **Prerequisite:** ART 380. **Six hours per week.**

490. INDEPENDENT STUDY
1-3 hours credit
Directed study in one or a combination of studio disciplines. Students furnish their own materials. May be repeated once under different subtitle, for a total of no more than six credits. **Prerequisite:** Permission of instructor.

491. INTERNSHIP
1-4 hours credit
Supervised experiences in art-related work to provide students with an opportunity to use acquired knowledge and skills in a professional way. **Prerequisite:** Seniors status with 32 or more hours in art, including eight hours in their program track. **Six hours per week.**

495. GRAPHIC DESIGN AGENCY
4 hours credit
Students work collaboratively in a setting structured like a graphic design firm to complete job assignments for actual clients, including the University, community and nonprofit organizations. Students also work on self promotion. **Prerequisite:** ART 426. **Six hours per week.**

497. GALLERY INTERNSHIP
2 hours credit
Supervised experience with an approved art gallery or museum, including hands-on participation in gallery/museum duties and an introduction to curatorial practices, gallery management and institutions of art. May be taken twice for a maximum of four credits. **Prerequisites:** ART 121, 201. **Three hours per week.**

499. SENIOR EXHIBITION
2 hours credit
Summary of the University art experience through active planning and execution of professionally oriented activities such as a group exhibit, professional portfolios and resumes. **Prerequisites:** Senior standing and permission of instructor. **Three hours per week.**

500. SEMINAR: ISSUES IN ART
3 hours credit
Discussions and research concerning timely topics in art, including direct student participation and faculty lectures. Topics may vary from semester to semester. May be repeated once for degree credit under different course subtitle. **Prerequisite:** Permission of instructor. **Four hours per week.**

590. INDEPENDENT STUDY
1-3 hours credit
Directed study in one or a combination of studio disciplines. Students furnish their own materials. May be repeated once under different subtitle, for a total of no more than six credits. **Prerequisite:** Permission of department chair.

ATHLETIC TRAINING (ATTR)

210. FOUNDATIONS OF ATHLETIC TRAINING
4 hours credit
Review of the history and governance of the athletic training profession. Addresses the body of knowledge and primary responsibilities of the athletic trainer. Basic skills in risk management and injury prevention are emphasized. An overview of the clinical requirements for the athletic training major is provided. May not receive credit for both ATTR 185 and ATTR 210. **Prerequisite:** BIOL 215. **Three hours lecture, two hours laboratory per week.**

213. PATHOLOGY OF INJURIES AND ILLNESSES
4 hours credit
Designed to address the pathology and the medical management of specific acute illnesses and traumatic injuries that may be encountered by the athletic trainer. Attention is given to the clinical signs and symptoms of orthopedic-related injuries and clinical manifestations of acute trauma of the body's systems. Pathology of injuries and illnesses is covered in an introductory manner to allow students to build a foundation of knowledge for further inquiry. May not receive credit for both PHEC 313 and ATTR 213. **Prerequisites:** ATTR 210, BIOL 215. **Three hours lecture, two hours laboratory per week.**

221. RISK MANAGEMENT STRATEGIES
4 hours credit
Designed to integrate the topics of risk management and injury prevention in a problem-based learning format. Topics are addressed through a comprehensive approach that includes proficiencies to which the students have been previously exposed. **Prerequisite:** Admission to Athletic Training Program. **Two hours lecture, a minimum of 12 hours clinical practice per week.**

245. ANATOMY OF HUMAN MOVEMENT
4 hours credit
Designed to allow exploration of concepts related to osteology, myology, and arthrology of the spine and extremities. The assessment of osteokinematics and arthrokinematics is discussed and demonstrated in a laboratory setting. Components of posture and gait are explored and evaluated. Utilize Newton's laws for the understanding of functional anatomy. **Prerequisites:** BIOL 215, 216. **Three hours lecture, two hours laboratory per week.**

280. THERAPEUTIC MODALITIES
4 hours credit
Designed to introduce the theory and application of therapeutic modalities and physical agents commonly utilized in the athletic training profession. Focus of the material presented includes the selection, indications, contraindications and appropriate parameter selection. **Prerequisite:** Admission to Athletic Training Program. **Three hours lecture, two hours laboratory per week.**

301. CLINICAL PRACTICE RESEARCH
4 hours credit
Provides information regarding basic concepts and procedures used for conducting quality research. Utilize basic statistical procedures, including descriptive statistics, correlation, regression, t-tests, and Analysis of Variance using statistical software. Measurement concepts, validity and reliability are defined and analyses are conducted. Introduction to the concept of evidence-based practice and its implementation. Become better consumers of research and develop interest in implementing evidence-based practice in future careers **Prerequisite:** Fifteen hours in athletic training, MATH 155. **Three hours lecture per week with enhancement.**

320. CLINICAL PATHOLOGY
4 hours credit
Designed to integrate the pathology of traumatic injuries and acute illnesses with prevention and management strategies in a problem-based learning format. Topics are addressed through a comprehensive approach that includes proficiencies to which the students have been previously exposed. May not receive credit for both ATTR 222 and ATTR 320. **Prerequisite:** Admission to Athletic Training Program and ATTR 213. **Two hours lecture, a minimum of 12 hours clinical practice per week.**

321. CLINICAL EVALUATION AND MANAGEMENT
4 hours credit
Designed to integrate clinical evaluation skills and the use of physical agents and therapeutic modalities in a problem-

based learning format. Topics are addressed through a comprehensive approach that includes proficiencies to which the students have been previously exposed. **Prerequisite:** Admission to Athletic Training Program, ATTR 380, 381. **Two hours lecture, a minimum of 12 hours clinical practice per week.**

370. HEALTHCARE ADMINISTRATION FOR ATHLETIC TRAINING
4 hours credit
Designed to examine the various issues, policies and procedures involved with the administration of a health care facility. An intensive study is made of facility organization and design, legal liability, personnel management, equipment maintenance and budgeting, record keeping, health care services, counseling, and public relations. May not receive credit for both ATTR 407 and ATTR 370. **Major prerequisite:** Admission to Athletic Training Program. **Non-major prerequisite:** Permission from the Athletic Training Program director. **Three hours per week with enhancement.**

381. ORTHOPEDIC ASSESSMENT
4 hour credit
Designed to present the techniques used in evaluating orthopedic injuries. An in-depth analysis of injury mechanics, and the theory and application of orthopedic and neurological evaluations are included. Through lecture and laboratory opportunities, students develop a systematic approach to the evaluation process and develop accurate impressions of orthopedic injuries. **Prerequisites:** Admission to Athletic Training Program. **Three hours lecture, two hours laboratory per week.**

382. FOUNDATIONS OF THERAPEUTIC EXERCISE
4 hours credit
Designed to provide the student with theories and concepts vital in conditioning, reconditioning and injury rehabilitation. Gain an understanding of trauma and the healing process and how these affect decisions made in the initiation and progression of a rehabilitation program. May not receive credit for both ATTR 410 and ATTR 382. **Prerequisite:** ATTR 381. **Three hours lecture, two hours laboratory per week.**

384. APPLIED THERAPEUTIC EXERCISE
4 hour credit
Provides a more advanced understanding of therapeutic exercise prescription for patients with orthopedic injuries and dysfunction. Integration of the foundational components of therapeutic exercise is presented to develop comprehensive rehabilitation and reconditioning programs. Individualized and progressive rehabilitation for patients with post-surgical orthopedic-related injuries are addressed. **Prerequisite:** ATTR 382. **Three hours lecture, two hours laboratory per week.**

414. GENERAL MEDICAL CONDITIONS IN ATHLETIC TRAINING
4 hours credit
A selection of general medical conditions and disabilities commonly managed by the athletic training professional is addressed. A review of pharmacology and the governing regulations relevant to the dispensing and administering of medication is presented. **Prerequisite:** Admission to the Athletic Training Program. **Three hours per week with enhancement.**

420. CLINICAL REHABILITATION AND ADMINISTRATION
4 hours credit
Designed to integrate the topics of health care administration and therapeutic exercise in a problem-based learning format. Primary focus is the initiation and progression of rehabilitation in a clinical setting. Topics are addressed through a comprehensive approach that includes proficiencies to which the students have been previously exposed. May not receive credit for both ATTR 322 and ATTR 420. **Prerequisites:** ATTR 370, 384. **Two hours lecture, a minimum of 12 hours clinical practice per week.**

479. ATHLETIC TRAINING PRACTICUM
12 hours credit
Designed as a culminating experience to prepare students as professionals in the field of athletic training. Students select a clinical site, other than Salisbury University, and are exposed to alternate clinical practice and philosophies of athletic training services. Exposure assists students in developing their own ideals in the field of athletic training. **Prerequisite:** Completion of all athletic training major requirements. *(P/F)*

513. ADVANCED ATHLETIC TRAINING
3 hours credit
Develops advanced knowledge of athletic injuries after the student has completed ATTR 213 or an equivalent. **Prerequisites:** ATTR 381, 382. **Corequisite:** ATTR 321. **Three hours per week.** *(fall semester only)*

514. GENERAL MEDICAL CONDITIONS IN ATHLETIC TRAINING
3 hours credit
Teaches detailed evaluation skills necessary for assessment and recognition of general medical conditions and pharmacologic applications of the physically active. **Prerequisite:** ATTR 413. **Corequisite:** ATTR 407. **Three hours per week.**

BIOLOGY (BIOL)

101. FUNDAMENTALS OF BIOLOGY
4 hours credit
Introduces students to the principles inherent to life, with a broad overview of the cell, the organism and the community in which living things exist. This Web-enhanced course requires significant online work. Does not satisfy biology major requirements. **One hour lecture, two hours online and two hours laboratory per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

105. BIOLOGY AND SOCIETY
3 hours credit
Introduces the non-biology major to the broad principles, fundamental ideas and new discoveries in biology that significantly affect the human being's present and future existence. Relates the study of biology to the pressing social and cultural issues of today. Does not satisfy requirements within the major. **Prerequisite:** BIOL 101. **Three hours per week. Meets General Education IVB (Prior to Fall 2008: IIIB).**

115. SAFETY IN THE BIOLOGICAL, CHEMICAL AND CLINICAL LABORATORY
1 hour credit
Review of laboratory safety. Summary of government laws and regulatory bodies and their effect on lab policy. Illustrations of proper procedures for laboratory hazards. Topics include chemicals, infectious microbes, animals, fire, electrical equipment, radiation, glassware and compressed gases. Training in the use of safety equipment and protective clothing and general first aid. Students may not receive credit for both BIOL 115 and MDTC 101. **One hour per week.**

150. ENVIRONMENTAL SCIENCE: CONCEPTS AND METHODS
4 hours credit
Explores global and regional environmental processes and systems, as well as the impact of humans on these systems. Addresses current environmental issues such as climate change, habitat loss and water pollution, emphasizing the role of science in identifying problems and finding solutions. May not receive credit for both BIOL 150 and GEOG 150. **Three hours lecture, two hours laboratory per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

205. FUNDAMENTALS OF HUMAN ANATOMY AND PHYSIOLOGY
4 hours credit
Intended for health education and physical education majors, emphasizes the musculoskeletal, nervous, cardiovascular and respiratory systems. Does not satisfy requirements within the biology major. **Three hours lecture, three hours laboratory per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

210. BIOLOGY: CONCEPTS AND METHODS
4 hours credit
Introduction to the study of biology, focusing on how biologists know things and study the world of life, with emphases on cell biology, genetics, ecology and evolution. First course required for biology majors. **Four hours lecture/laboratory, two hours online per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

211. MICROBIOLOGY
4 hours credit
Fundamental course in the study of microorganisms and their activity, with emphasis on bacteria. **Prerequisite:** BIOL 101 or 210 or 215. **Two hours lecture, four hours laboratory per week. Meets General Education IVB (Prior to 2008: IIIB).**

212. INTRODUCTION TO PLANT BIOLOGY
4 hours credit
Fundamental course exploring the diversity of plant life from an evolutionary perspective, the unique strategies that enable plants to grow, survive and reproduce in different environments, and the interactions between plants and other organisms. Designed for biology majors and other science students. **Prerequisite:** BIOL 210. **Three hours lecture, three hours laboratory per week. Meets General Education IVB (Prior to 2008: IIIB).**

213. ZOOLOGY
4 hours credit
Study of the biodiversity, structure and functions of animals and animal-like protists with emphasis on their evolutionary relationships. Designed for biology majors and minors and other science majors. **Prerequisite:** BIOL 210. **Three hours lecture, three hours laboratory per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

214. MEDICAL PHYSIOLOGY
4 hours credit
Presentation of human physiology at the cell and organ levels to include the nervous, skeletomuscular, cardiovascular, excretory, digestive, respiratory and endocrine systems. Emphasis on normal function and medical relevance. Students may not earn credit for BIOL 214 and MDTC 201. This course will not count for credit in the biology major. **Prerequisite:** BIOL 101 or 210. **Three hours lecture, two hours laboratory per week.**

215. HUMAN ANATOMY AND PHYSIOLOGY I
4 hours credit
Comprehensive study of the structure and function of the human organism, including the integumentary, skeletal, muscle, nervous and endocrine systems. **Recommended Prerequisite:** BIOL 101 or 213. **Three hours lecture, three hours laboratory per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

216. HUMAN ANATOMY AND PHYSIOLOGY II
4 hours credit
Comprehensive study of the structure and function of the human organism, including the circulatory, respiratory, digestive, urinary, immune and reproductive systems. **Prerequisite:** BIOL 215. **Three hours lecture, three hours laboratory per week. Meets General Education IVB (Prior to Fall 2008: IIIB).**

217. NUTRITION
3 hours credit
Foundation in the science of nutrition, including biological and biochemical backgrounds for the understanding of nutritional requirements. Does not satisfy requirements within the major. **Prerequisite:** BIOL 101 or 210 or 215 or 216. **Three hours per week. Meets General Education IVB (Prior to Fall 2008: IIIB).**

219. BIOLOGY OF HUMAN AGING
3 hours credit
Study of the effects of aging on the structure and functioning of the human body. Integrates biological aging with other aspects of human existence. Includes discussions of diseases common among the elderly. May not be used to satisfy requirements within the biology major. **Prerequisites:** BIOL 101 or both BIOL 215 and 216. **Three hours per week. Meets General Education IVB (Prior to Fall 2008: IIIB).**

220. HUMANS AND THE ENVIRONMENT
4 hours credit
Interdisciplinary course in conjunction with the departments of Chemistry and Geography and Regional Planning, designed for non-science majors to develop awareness of ways earth's environment is influenced by human activities and effects of the environment on human society. May not be repeated for credit in the Chemistry or Geography and Regional Planning departments and may not be used to satisfy course requirements within the major. For students in the Honors Program. **Three hours lecture, two hours laboratory per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

250. ECONOMIC BOTANY
3 hours credit
Study of the economic importance of plants, emphasizing the origin, domestication and usage of food and medicinal plants. Does not satisfy General Education III requirements. **Prerequisite:** BIOL 101 or 212. **Three hours per week.**

260. BIOLOGICAL DRAWING AND ILLUSTRATION
3 hours credit
Introduction to drawing and illustration techniques used in biology through slide lectures and discussions, class exercises and assigned projects using pencil, charcoal, pen and ink, scratchboard and color. Through these exercises, students will develop their observational skills and closely study biological subjects. Students furnish their own materials. ART 130 or some drawing experience is highly recommended. **Prerequisite:** BIOL 101 or 210. **Four hours per week.**

301. HISTORY AND LITERATURE OF BIOLOGY
2 hours credit
Introduction to the history and literature of biology. Special emphasis on the development of contemporary concepts and techniques of information retrieval. **Prerequisite:** BIOL 101 or 210. **Two hours per week.**

305. MAMMALOGY
4 hours credit
Study of living and extinct mammals, emphasizing their origin, evolution, systematics, behavior, ecology and morphological adaptations. Labs focus on the structure and identification of modern mammals, with periodic field trips exploring the natural history of local species. **Prerequisite:** BIOL 213. **Three hours lecture, three hours laboratory per week.**

310. ECOLOGY
4 hours credit
Introduction to the interactions between organisms and their environment. Biotic and abiotic factors affecting individuals, populations, communities and ecosystems emphasized. May not be taken for credit if student has credit for BIOL 225. **Prerequisites:** BIOL 210 and BIOL 211 or 212 or 213 or 121 and 122. **Three hours lecture, three hours laboratory per week.**

312. PLANT TAXONOMY
3 hours credit
Classification of plants, with emphasis on the local flora. **Prerequisite:** BIOL 212. **Two hours lecture, three hours laboratory per week.**

313. COMPARATIVE ANATOMY
4 hours credit
Study of vertebrate body structures, emphasizing the progressive and adaptive changes that occurred in evolution. **Prerequisite:** BIOL 213. **Three hours lecture, three hours laboratory per week.**

316. GENERAL ENTOMOLOGY
4 hours credit
Study of the natural history, identification and life cycles of insects. Special reference to those species of medical and economic importance to people. **Prerequisite:** BIOL 213. **Three hours lecture, three hours laboratory per week.**

320. BIOLOGY OF THE VERTEBRATES
4 hours credit
Study of vertebrate animal life, including evolution of the major vertebrate groups, zoogeography, behavior, reproduction, thermoregulation, migration, population dynamics, ecology and conservation. Field trips emphasize wildlife biology, and identification and natural history of local species. **Prerequisite:** BIOL 213. **Three hours lecture, three hours laboratory per week.**

321. INVERTEBRATE ZOOLOGY
4 hours credit
Study of animals without backbones emphasizing functional morphology and physiological adaptations. Laboratory sessions focus on investigation of living and preserved specimens. **Prerequisite:** BIOL 213. **Three hours lecture, three hours laboratory per week.**

322. PARASITOLOGY
3 hours credit
Study of the important parasites of humans and domestic animals. **Prerequisite:** BIOL 213. **Two hours lecture, three hours laboratory per week.**

323. MEDICAL MICROBIOLOGY
4 hours credit
Study of the medically important microorganisms, including methodology and techniques of identification. **Prerequisite:** BIOL 211. **Two hours lecture, four hours laboratory per week.**

324. PLANT MORPHOLOGY
3 hours credit
Study of extinct and extant vascular plants, emphasizing evolutionary relationships, reproduction and vegetative organization. **Prerequisite:** BIOL 212. **Two hours lecture, three hours laboratory per week. Meets General Education IVB (Prior to Fall 2008: IIIB).**

325. PLANT ANATOMY
4 hours credit
Study of gross and microscopic plant structure, with special emphasis on higher plants. **Prerequisite:** BIOL 212. **Three hours lecture, three hours laboratory per week. Meets General Education IVB (Prior to Fall 2008: IIIB).**

333. IMMUNOLOGY
4 hours credit
Basic course dealing with the cellular and chemical aspects of immunity. Antigen-antibody reaction surveyed and its clinical laboratory implications thoroughly discussed. **Prerequisite:** BIOL 211. **Two hours lecture, four hours laboratory per week.**

334. PATHOPHYSIOLOGY
4 hours credit
Study of the causes, bodily changes, signs and symptoms, and mechanisms involved in common and serious human diseases. **Prerequisites:** BIOL 215, 216. **Three hours lecture, two hours laboratory per week.**

350. CELL BIOLOGY
4 hours credit
Focuses on the structure and function of eukaryotic cells. topics covered include enzyme kinetics, membrane transport, cell signaling, intercellular protein trafficking, cellular respiration, mitosis and meiosis, the cell cycle, and cancer. **Prerequisites:** BIOL 210 and CHEM 221 or 12 credits of biology. **Three hours lecture, three hours laboratory per week.**

360. GENETIC ANALYSIS
4 hours credit
Introduction to genetic analysis including Mendelian principles, population and quantitative genetics, cytogenetics and contributions to molecular biology. Satisfies Biology Department core requirements for genetics. **Recommended Prerequisite:** MATH 155. **Prerequisite:** BIOL 210. **Three hours lecture, three hours laboratory per week.**

370. MOLECULAR GENETICS
4 hours credit
Study of mechanisms of heredity emphasizing organization of the genome, mutation and regulation of gene expression. **Prerequisite:** BIOL 350. **Three hours lecture, three hours laboratory per week.**

375. INTRODUCTION TO EVOLUTION
3 hours credit
As the unifying principle of biology, evolution integrates levels of biological organization, with a focus on biological changes over time and the evidence of the shared evolutionary history of all living things. Topics include speciation; extinction; population processes of selection and adaptation, genomics, and the molecular basis of evolution; sexual selection; life history evolution; and the application of evolution to medicine. **Prerequisites:** BIOL 210 and one of the following: BIOL 211, 212 or 213. **Three hours per week.**

399. INTERNATIONAL FIELD STUDIES
3 hours credit
Experience a specific aspect of a biological discipline in a foreign country. Pre-tour lectures, post-tour discussion and other activities required. May not receive credit for both BIOL 399 and BIOL 570 with the same subtitle. **Prerequisite:** Permission of instructor. **Fifteen hours pre-trip experience, at least 50 hours field activities over a minimum of 10 days, two-hour post-trip discussion session.**

401. WETLAND ECOLOGY
4 hours credit
Study of relationships between environmental features and the structure and function of wetland types. Emphasizes hydrology, chemistry and plant species distribution and examines effects of disturbance on wetland ecosystems. **Prerequisites:** BIOL 212 and 310. **Three hours lecture, three hours laboratory per week.**

405. ORNITHOLOGY
4 hours credit
Study of birds. Topics include form and function, systematics, speciation, behavior and communication, reproduction, migration, ecological topics including demography, population dynamics, community structure and conservation. Field trips emphasize identification and natural history of local species. **Prerequisite:** BIOL 213. **Three hours lecture, three hours laboratory per week.**

407. THE BIOLOGY OF FISHES
3 hours credit
Study of evolution, anatomy, physiology, classification, ecology and behavior of the fishes. Addresses current research and future directions in ichthyology. **Prerequisite:** BIOL 213. **Three hours per week.**

410. ESTUARINE BIOLOGY
3 hours credit
Introduction to the physical, chemical and geological characteristics of estuaries with emphasis on East Coast estuaries such as the Chesapeake Bay. Detailed discussion of the biological and chemical processes important in estuarine ecosystems with a major emphasis on current literature and research in estuarine biology. **Prerequisite:** BIOL 310.**Three hours per week.**

411. VERTEBRATE EMBRYOLOGY
4 hours credit
Comparative study of vertebrate embryology including evolutionary relationships and topics in molecular and developmental biology. **Prerequisites:** BIOL 213, 350. **Two hours lecture, four hours laboratory per week.**

412. ALGAE, FUNGI AND BRYOPHYTES
4 hours credit
Study of the phylogenetic and ontogenetic development and ecological importance of non-vascular plants. **Prerequisite:** BIOL 212. **Three hours lecture, three hours laboratory per week.**

415, 416. RESEARCH IN BIOLOGY
3 hours credit each
Independent student research under the supervision of a faculty member. BIOL 416 may not be used to satisfy requirements within the major. **Prerequisite:** Permission of instructor. **Schedule to be arranged individually.**

418, 419. BIOLOGY SEMINAR
1 hour credit each
Discussions of timely topics in biology and related fields. Includes instruction in seminar preparation and requires student presentations and participation. BIOL 419 may not be used to satisfy course requirements within the major. **Prerequisite:** Junior standing or permission of instructor. **One hour per week.**

420. READINGS IN BIOLOGY
1-3 hours credit
Readings designed to permit in-depth study of selected topics. Students submit written reports of their findings at the end of the semester. Specific topics are indicated on students' transcripts. **Prerequisites:** Sixteen credits in biology, permission of instructor.

422. VERTEBRATE PHYSIOLOGY
4 hours credit
Study of the physiological processes of vertebrate animals including specific adaptations of certain species to their environment. **Prerequisites:** BIOL 213, 350, CHEM 121. **Three hours lecture, three hours laboratory per week.**

425. TOXICOLOGY
3 hours credit
Introduction to basic principles, history and scope of modern environmental toxicology, and to the effects and to the mechanisms of toxicants. Includes applications to risk assessment, regulations and industry. Cross-listed with ENVH 425. May not be taken for credit if student has credit for ENVH 425. **Prerequisites:** Permission of instructor or junior standing, eight credits of biology, eight credits of chemistry. **Three hours per week.**

430. PLANT PHYSIOLOGY
4 hours credit
Advanced study of the physiological mechanisms utilized by plants with special reference to the higher phyla. **Prerequisites:** BIOL 212, CHEM 221. **Three hours lecture, three hours laboratory per week.**

433. ENVIRONMENTAL MICROBIOLOGY
4 hours credit
Study of the diversity and interactions of microorganisms in their natural environments. Emphasis on habitat and metabolic diversity, community interactions and industrial applications involving microbes. **Prerequisites:** BIOL 211, 350. **Three hours lecture, three hours laboratory per week.**

435. EVOLUTIONARY BIOLOGY
3 hours credit
Advanced study of the principles, mechanisms and processes of biological evolution. **Prerequisite:** BIOL 350. **Three hours per week**.

440. CONTEMPORARY GENETICS
4 hours credit
Lecture/laboratory-based exploration of biochemical techniques commonly used in industrial and academic laboratories. **Prerequisites:** BIOL 350 and 370, and CHEM 221; or pre/corequisite CHEM 418. **Six hours per week.**

445. VIROLOGY
3 hours credit
Study of structure, replication and pathogenesis of viruses with emphasis on animal viruses and the role of viruses in our current understanding of cell and molecular biology. **Prerequisite:** BIOL 350. **Three hours per week.**

450. INTERNSHIP
1-3 hours credit
Experiences in biology-related work provide students with an opportunity to use acquired biological knowledge in a professional way and to investigate potential career options. Under special circumstances this course may be taken a second time for credit, but only with permission of the internship coordinator. Does not satisfy requirements within the major. **Prerequisites:** Junior standing, biology major and approval of Internship Coordinator. **Forty-five student contact hours per credit hour. (P/F)**

460. BIOLOGY OF CELL MEMBRANES
3 hours credit
Advanced course exploring the biology of bacterial, plant and animal cell membranes with an emphasis on how these important organelles allow cells and organisms to adapt to severe, inhospitable or constantly changing physical environments. **Prerequisite:** BIOL 350. **Three hours per week. Meets General Education IVB (Prior to Fall 2008: IIIB).**

465. ADVANCED CELL BIOLOGY
3 hours credit
Advanced course exploring the biology, physiology and biochemistry of plant and animal cells. Topics include detailed examinations of organelle function, cell movement, protein turnover, cell adhesion, apoptosis, cell cycle regulation, and the cellular and molecular basis of cancer. Lectures are drawn principally from the latest primary and secondary literature. **Prerequisite:** BIOL 350. CHEM 417 is recommended but not required. **Three hours per week.**

470. BIOTECHNOLOGY
3 hours credit
Study of applied aspects of biology with an emphasis on DNA technology. Recommended as a capstone course for biology majors in the cell and molecular biology/biotechnology track. **Prerequisite:** BIOL 370. **Three hours per week.**

490. SPECIAL TOPICS IN BIOLOGY
1-4 hours credit
Study of a specific area of biological science. Topic varies semester to semester. May be taken twice for credit under different subtitles. **Prerequisites:** Permission of instructor or 16 credits of biology, junior standing.

499. HONORS
3 hours credit
Independent study in an area of biology leading to an honors thesis. **Prerequisite:** Approval of department chair.

500. WETLAND ECOLOGY
4 hours credit
Study of relationships between environmental features and the structure and function of wetland types. Emphasizes hydrology, chemistry and plant species distribution and examines effects of disturbance on wetland ecosystems. **Prerequisites:** Graduate standing and permission of the instructor. **Three hours lecture, three hours laboratory per week.**

501. MODERN CONCEPTS IN BIOLOGY
3 hours credit
Study of the most recent developments in biology, with special emphasis on genetics, animal behavior and sociobiology. May be taken twice, under different course subtitles. **Prerequisite:** Degree in biology or permission of instructor. **Three hours per week.**

502. BIOLOGY AND ENVIRONMENT
3 hours credit
Study of organisms as integral parts of their environments, including field studies involving applications of environmental principles. **Prerequisite:** Degree in biology or permission of instructor. **Two hours lecture, two hours laboratory per week.**

503. CONTEMPORARY CELL BIOLOGY
3 hours credit
Intensive study of the latest findings in cell biology, with application to the pressing problems of today. **Prerequisite:** Degree in biology or permission of instructor. **Three hours per week.**

504. PERSPECTIVES IN MODERN GENETICS
3 hours credit
Intensive study of modern genetics for the advanced student. Findings in molecular, cellular and developmental genetics related to classical genetic theory and current problems. **Prerequisite:** Degree in biology or nursing; or permission of instructor. **Three hours per week.**

505. ORNITHOLOGY
4 hours credit
Study of birds. Topics include form and function, behavior and communication, reproduction, migration, population dynamics, ecology and conservation. Field trips emphasize identification and natural history of local species. **Prerequisites:** Graduate standing and permission of the instructor. **Three hours lecture, three hours laboratory per week.**

507. THE BIOLOGY OF FISHES
3 hours credit
Study of evolution, anatomy, physiology, classification, ecology and behavior of the fishes. Addresses current research and future directions in ichthyology. **Prerequisites:** Graduate standing and permission of the instructor. **Three hours per week.**

510. ESTUARINE BIOLOGY
3 hours credit
Study of estuarine biology with a focus on the Chesapeake Bay. Detailed discussion of the biota of the bay, its unique biology and current perturbations due to environmental pollution. Introduction to physical and chemical processes of estuaries. **Prerequisites:** Graduate standing and permission of the instructor. **Two hours lecture, two hours laboratory per week.**

515. RESEARCH IN BIOLOGY
1-3 hours credit
Independent student research under the supervision of a faculty member. Students may register for BIOL 515 more than once up to a maximum of 15 credit hours. **Prerequisites:** Graduate standing and permission of instructor. **Schedule to be arranged individually.**

518, 519. BIOLOGY SEMINAR
1 hour credit each
Discussions of timely topics in biology and related fields. Includes instruction in seminar preparation and requires student presentations and participation. BIOL 419 may not be used to satisfy course requirements within the major. **Prerequisite:** Graduate standing or permission of instructor. **One hour per week.**

522. VERTEBRATE PHYSIOLOGY
4 hours credit
Study of the physiological processes of vertebrate animals including specific adaptations of certain species to their environment. **Prerequisites:** Graduate standing and permission of the instructor. **Three hours lecture, three hours laboratory per week.**

525. TOXICOLOGY
3 hours credit
Introduction to basic principles, history and scope of modern environmental toxicology, and to the effects and to the mechanisms of toxicants. Includes applications to risk assessment, regulations and industry. Cross-listed with ENVH 425. May not be taken for credit if student has credit for ENVH 425. **Prerequisites:** Graduate standing and permission of the instructor. **Three hours per week.**

530. PLANT PHYSIOLOGY
4 hours credit
Advanced study of the physiological mechanisms utilized by plants with special reference to the higher phyla. **Prerequisites:** Graduate standing and permission of the instructor. **Three hours lecture, three hours laboratory per week.**

533. ENVIRONMENTAL MICROBIOLOGY
4 hours credit
Study of the diversity and interactions of microorganisms in their natural environments. Emphasis on habitat and metabolic diversity, community interactions and industrial applications involving microbes. **Prerequisites:** Graduate standing and permission of the instructor. **Three hours lecture, three hours laboratory per week.**

535. EVOLUTIONARY BIOLOGY
3 hours credit
Advanced study of the principles, mechanisms and processes of biological evolution. **Prerequisites:** Graduate standing and permission of the instructor. **Three hours per week.**

540. CONTEMPORARY GENETICS
4 hours credit
Blended lecture and laboratory-based exploration of biochemical techniques commonly used in industrial and academic laboratories. Demonstrates the relationship between structure and function of biomolecules. Cross-listed with CHEM 419. May not receive credit for both BIOL 540 and CHEM 419. **Prerequisites:** Graduate standing and permission of the instructor. **Six hours per week.**

545. VIROLOGY
3 hours credit
Study of structure, replication and pathogenesis of viruses with emphasis on animal viruses and the role of viruses in our current understanding of cell and molecular biology. **Prerequisites:** Graduate standing and permission of the instructor. **Three hours per week.**

552. ADVANCED HUMAN PHYSIOLOGY/ PATHOPHYSIOLOGY
3 hours credit
Advanced study of system-focused physiology and pathophysiology. Analyzes the relationship between normal physiology and pathological phenomena produced by altered health states across the life span. Emphasis is on application in the clinical areas of practice. Students may not receive credit for both BIOL 552 and NURS 552. **Prerequisite:** B.S. in biology, health-related field or education with biology emphasis. **Three hours per week.**

560. BIOLOGY OF CELL MEMBRANES
3 hours credit
Advanced course exploring the biology of bacterial, plant and animal cell membranes with an emphasis on how these important organelles allow cells and organisms to adapt to severe, inhospitable or constantly changing physical environments. **Prerequisites:** Graduate standing and permission of instructor. **Three hours per week.**

565. ADVANCED CELL BIOLOGY
3 hours credit
Advanced course exploring the biology, physiology and biochemistry of plant and animal cells. Topics include detailed examinations of organelle function, cell movement, protein turnover, cell adhesion, apoptosis, cell cycle regulation, and the cellular and molecular basis of cancer. Lectures are drawn principally from the latest primary and secondary literature. **Prerequisite:** Graduate standing or permission of instructor. **Three hours per week.**

570. INTERNATIONAL FIELD STUDIES
3 hours credit
Experience a specific aspect of a biological discipline in a foreign country. May include pre-tour lectures, post-tour discussion and other activities. May be taken twice under different subtitles. May not receive credit for both BIOL 399 and BIOL 570 with the same subtitle, nor for BIOL 570 twice with the same subtitle. **Prerequisite:** Permission of instructor. **Forty hours per week.**

590. SPECIAL TOPICS IN BIOLOGY
1-4 hours credit
Study of a specific area of biological science. Topic varies semester to semester. May be taken twice for credit under different subtitles. **Prerequisites:** Graduate standing and permission of the instructor.

601. THESIS PREPARATION
3 hours credit
Prerequisites: Graduate standing and permission of instructor.

BUSINESS ADMINISTRATION (BUAD)

101. INTRODUCTION TO THE WORLD OF BUSINESS
3 hours credit
Designed as an interactive, team-taught learning experience that illustrates how the various fields of business coexist in the world. Provides students an introduction to the Perdue School, as well as the necessary tools to develop meaningful and measurable learning objectives to be used throughout their academic career. Topics include personal growth and development essential to business as well as the various subfields of business, such as: accounting, finance, information science, management, marketing and operations. Credit may not be received for both BUAD 101 and 103. **Prerequisite:** Freshman (students with fewer than 25 hours of credit) who have declared accounting, finance, information systems, management, marketing and business administration as their major. **Three hours per week.**

103. INTRODUCTION TO BUSINESS
3 hours credit
Introduction to the internal and external environment of contemporary business. Topics include the nature of business and its operations and a survey of basic concepts, principles and practices. Provides a foundation for advanced study and assistance in making career decisions. Not open to students who are concurrently enrolled in, or have received academic credit for, any 300- or 400-level BUAD/ACCT/FINA/INFO/MGMT/MKTG courses. **Three hours per week.**

300. PERSONAL AND PROFESSIONAL DEVELOPMENT FOR BUSINESS
1 hour credit
Exposes students to the expectations and environment of business. Allows students to assess their personal career interests and personal learning styles to ensure they are taking coursework and participating in activities to meet their academic and career goals. Sessions vary in duration, depending on the activities involved, which are subject to change. Students have a mid-term and final examination that covers materials from workshops. **Prerequisites:** Business major and admitted to the Professional Program. **Corequisite:** MGMT 320 (if MGMT 320 is taken in summer or winter, student participates in BUAD 300 the following semester). **Hours per week vary.** *(P/F)*

338. SPECIAL BUSINESS TOPICS
3 hours credit
Advanced study of varying business topics based on students' interests and needs. May be repeated once for credit under different subtitle. May substitute for a concentration elective depending on the topic (see director of undergraduate studies). **Major Prerequisites:** Varies by topic and admission to Professional Program. **Non-Major Prerequisites:** Varies by topic and junior standing. **Three hours per week.**

345. PURCHASING AND MATERIALS MANAGEMENT
3 hours credit
Examination of the procurement and materials management function of government and industry including planning, acquisition, storage, physical movement and control of materials. **Major Prerequisites:** MGMT 320 and MKTG 330, and admission to Professional Program. **Non-Major Prerequisites:** MGMT 320 and MKTG 330, and junior standing. **Three hours per week.**

360. GOVERNMENT REGULATION OF BUSINESS
3 hours credit
Business function under the regulatory bodies of all levels of government. Federal, state and local government requirements for business operations are covered as well as their effect on the economic operation of the enterprise. **Major Prerequisites:** ECON 211, 212 and admission to Professional Program. **Non-Major Prerequisites:** ECON 211, 212 and junior standing. **Three hours per week.**

386. BUSINESS IN ITS GLOBAL SETTING
3 hours credit
Study of the international aspects of business management and its cultural, economic and political environment in its actual setting. Topics include the economics of international trade, sociocultural environment, political risk and other major aspects of international business operations (e.g. finance, management, marketing, etc.). Part or all of the course will be held in another country. May be taken twice under different subtitles. Admission to a relevant Perdue School study abroad program is required in preparation for this course. **Prerequisites:** Junior standing, permission of instructor and admission to Professional Program. **Three hours per week.**

396. BUSINESS STUDIES ABROAD
3 hours credit
Examines issues in business administration in an international setting. Specific topics selected from the fields of account-

ing, economics, finance, information systems, management or marketing, depending on the instructor's area of expertise. Part or all of the course will be held outside the United States. Admission to a relevant Perdue School study abroad program is required in preparation for this course. **Prerequisite:** Admission to the relevant Perdue School study abroad program. **Three hours per week.**

400. BUSINESS STUDENT PROFESSIONAL PORTFOLIO
0 hours credit
Designed for students majoring within the Perdue School of Business. Students demonstrate their professional skills and knowledge through participation in a series of assessment activities. Completion of the Core Business Knowledge Exam and participation in Student Assessment Center activities are required to pass the course. Sessions vary in duration, depending on the activities involved, which are subject to change. **Corequisite:** MGMT 492. **Hours per week vary.**

410. HEALTH CARE MANAGEMENT AND MARKETING
3 hours credit
Provides a solid overview of the U.S. health care system from economic, financial, management and marketing perspectives. Gain a basic understanding of the business model of health care and its effect on the economy and effective strategic planning of health care services. **Prerequisite:** MGMT 320, MKTG 330. **Three hours per week.**

490. BUSINESS INTERNSHIP
3 hours credit
Intern experience in business or government. May be used as a business concentration/track elective if approved by the school dean. **Prerequisites:** Junior status, business, accounting, information systems or economics major, placement approval and permission of the department chair, completion of ABLE administrative requirements, admission to Professional Program.

491. ADVANCED BUSINESS INTERNSHIP
1-3 hours credit
Research associated with an internship experience in business or government. **Prerequisites:** BUAD 490 or completion of ABLE requirement, placement approval and permission of the department chair, completion of ABLE administrative requirements. **One to three hours per week.**

494. DIRECTED STUDY IN BUSINESS/ACCOUNTING/ISMN
1-3 hours credit
For students who desire to do research or pursue a special topic in business administration. **Prerequisites:** Junior/senior status and permission of instructor prior to registration.

530. GRADUATE SURVEY OF QUANTITATIVE ANALYSIS
3 hours credit
Introduction to the decision-making tools and techniques for making operational, administrative and upper management-level decisions. Mathematical and statistical models applied to managerial decision-making situations. **Prerequisites:** Provisional status in M.B.A. program and MATH 160 and INFO 111 or equivalent. **Three hours per week.**

599. INTRODUCTION TO BUSINESS SKILLS
1 hour credit
Assists students to self-assess personal strengths and weaknesses in selected business behavioral skills (oral presentations, team building and facilitation) and business content knowledge (accounting, finance and Excel spreadsheets). Assists in developing strategies to improve skill sets by creating an individualized development plan for long- and short-term planning **Prerequisite:** Admission to the M.B.A. program. **Equivalent to two hours per week for half a semester.**

615. RESEARCH METHODOLOGY
3 hours credit
Designed to develop techniques and methods for research. Includes identifying and defining managerial problems, reviewing the literature and stating problems in terms of testable hypotheses and methods of testing hypotheses. Major research paper required. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

685. INTERNATIONAL BUSINESS SEMINAR
3 hours credit
Study of international aspects of business management and the environment of international business. Topics selected from international finance, the economics of international finance, the economics of international trade, environmental factors (e.g., cultural, legal, political) and the major aspects of business operations in the global environment (including accounting, human resource management, marketing, production and strategic management). **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

686. GLOBAL BUSINESS
3 hours credit
Study of the global aspects of business within its environment. Topics selected from international finance, the economics of international trade, environmental factors (e.g., cultural, legal, political) and the major aspects of business operations within its global environment (including accounting, human resource management, marketing, production and strategic management). Part or all of the course will be held in another country. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

695. PROJECT CONSULTING
2 hours credit
Apply the principles and techniques learned in the M.B.A. curriculum to real business problems faced by organizations today. Teams work with client organizations on a business challenge or opportunity. Interact with the client organization to simulate working as a professional management consulting team. Apply learned technical and functional expertise to solving real-world problems while developing critical competencies in leadership skills such as client communication, team dynamics, problem solving and critical thinking. The final grade will apply to both fall and spring semesters. IP grades will be given in the first semester **Prerequisites:** Admission to the M.B.A. program. Course must be completed in the final two semesters of the student's M.B.A. degree program requirements. **One hour per week.**

696. GRADATE BUSINESS STUDY ABROAD
3 hours credit
Examines advanced business topics in an international setting. Specific topics selected from fields of accounting, economics, finance, information systems, management or marketing, depending on the instructor's area of expertise. Part or all of the course will be held outside the United States. May be taken twice under different subtitles. **Prerequisite:** Admission to M.B.A. program and to a Perdue School study abroad program. **Three hours per week.**

698. DIRECTED INDEPENDENT STUDY
1-3 hours credit
Individual tutorial course including research topics not covered in other courses. May be taken twice under different subtitles. **Prerequisites:** Admission to M.B.A. program and written permission from both the instructor and the M.B.A. program director.

699. SPECIAL TOPICS IN BUSINESS
1-3 hours credit
Study of specific problems and issues in business administration. May be taken twice under different subtitles. **Prerequisite:** Admission to M.B.A. program. **One to three hours per week.**

CHEMISTRY (CHEM)

100. INTRODUCTION TO CHEMISTRY
3 hours credit
Study of the fundamentals of chemistry with emphasis on the development of reasoning and quantitative skills necessary for problem solving. Students with little or no previous algebra/chemistry may wish to take this course prior to CHEM 121. Does not satisfy chemistry major requirements. **Three hours per week.**

101. PHYSICAL SCIENCE
4 hours credit
Introduces students to the fundamental concepts of the physical sciences. The course will emphasize practical applications, especially those which integrate all of the natural sciences. Credit may not be received for both CHEM 101 and PHYS 101. **Prerequisite:** This course assumes an understanding of college algebra. MATH 130 is recommended for elementary education majors. **Three hours lecture, two hours laboratory per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

107. CHEMISTRY: A HUMANISTIC PERSPECTIVE
4 hours credit
Study of the development of chemistry and the impact of chemistry on our world. Chemical principles and concepts are used to understand applications of chemistry to our everyday lives. **Three hours lecture, two hours laboratory per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

109. ENERGY AND THE ENVIRONMENT
4 hours credit
Study of the interaction of physical science and the environment, providing students not majoring in science an understanding of the scientific principles in our technological society. **Three hours lecture, two hours laboratory per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

111. BIG IDEAS IN CHEMISTRY
3 hours credit
Non-laboratory course focusing on key developments in chemistry. While learning basic chemical principles, students analyze the historical context of these developments, what motivated the scientists to pursue their discoveries and the influence of each scientist's personal history. In addition, the cultural, scientific and environmental effect of these developments are examined. **Three hours lecture per week. Meets General Education IVB.**

121. GENERAL CHEMISTRY I
4 hours credit
Study of fundamental laws of chemistry and atomic structure emphasizing quantitative relationships. **Prerequisite:** This course assumes an understanding of high school chemistry and algebra. **Three hours lecture, three hours laboratory per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

122. GENERAL CHEMISTRY II
4 hours credit
Continuation of CHEM 121, including chemical equilibrium, electrochemistry and organic chemistry. **Prerequisite:** CHEM 121. **Three hours lecture, three hours laboratory per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

205. DIRECTED STUDIES IN CHEMISTRY
1-3 hours credit
Directed studies in chemistry on an approved subject under faculty supervision. Designed to incorporate significant and contemporary studies in chemistry that are not original laboratory-based research. Projects may include, but are not limited to, the study of teaching strategies, formal scientific writing and chemistry outreach programs to the community. Written report required. May be taken twice for a maximum of six credits. May not be used to satisfy requirements for chemistry major or minor. **Prerequisite:** CHEM 122 and permission of the department chair. **Three hours per week per credit.**

207. LABORATORY SAFETY
1 hour credit
Development of skills and attitudes for working with chemicals in a confident and responsible way. Emphasis on safety precautions and emergency procedures in case of a chemical accident. **Prerequisite:** CHEM 122. **One hour per week.**

210. INTRODUCTION TO CHEMICAL RESEARCH
1-3 hours credit
Introduction to individual directed study on an approved subject under faculty supervision. Written report required. May be taken twice for credit. May not be used to satisfy requirements for chemistry major or minor. **Prerequisite:** Permission of the department chair. **Two hours laboratory per week per credit hour.**

212. CHEMISTRY OF THE ELEMENTS
2 hours credit
Introduction to the properties and reactivities of the elements and their compounds. Emphasis on interpreting trends of the periodic table to predict physicochemical behavior. **Prerequisite:** CHEM 122. **Two hours per week.**

220. HUMANS AND THE ENVIRONMENT
4 hours credit
Interdisciplinary laboratory course in conjunction with the departments of Biology and Geography and Regional Planning, designed for non-science majors to develop awareness of ways earth's environment is influenced by human activities and effects of the environment on human society. May not be repeated for credit in the Biology or Geography and Regional Planning departments within the major. For students in the Honors Program. **Three hours lecture, two hours laboratory per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

221. ORGANIC CHEMISTRY I
4 hours credit
Systematic study of the compounds of carbon including their organization, preparation and typical reactions. Classes of compounds studied include aliphatic hydrocarbons, aromatic hydrocarbons. **Prerequisite:** CHEM 122. **Three hours lecture, three hours laboratory per week. Meets General Education IVB (Prior to Fall 2008: IIIB).**

222. ORGANIC CHEMISTRY II
4 hours credit
Continued study of carbon compounds including acid derivatives, aldehydes, ketones, amines and phenols. Emphasis on the mechanism and stereochemistry of organic reactions. **Prerequisite:** CHEM 221. **Three hours lecture, three hours laboratory per week.**

306. FUNDAMENTALS OF INORGANIC CHEMISTRY
4 hours credit
Study of the fundamental concepts of inorganic chemistry. Primary focus on main group descriptive inorganic chemistry, structure and bonding theory for both main group and transition metal compounds and organometallic chemistry. May not receive credit for both CHEM 306 and CHEM 212/406. **Prerequisite:** CHEM 222 and PHYS 123 or 223. **Three hours per week with Web enhancement.**

310. INTERMEDIATE CHEMISTRY RESEARCH
1-3 hours credit
Intermediate level individual chemical research on an approved subject under supervision of a member of the faculty. Written report and seminar presentation required. May be taken twice for credit. May not be used to satisfy requirements of chemistry major or minor. **Prerequisites/ Corequisites:** CHEM 221 and permission of department chair. **Two hours laboratory per week per credit.**

321. ANALYTICAL CHEMISTRY
4 hours credit
Study of the theory and applications of classical and modern analytical techniques. Includes volumetric, potentiometric, spectrophotometric and chromatographic methods. **Prerequisite:** CHEM 122. **Three hours lecture, three hours laboratory per week. Meets General Education IVB (Prior to Fall 2008: IIIB).**

333. INSTRUMENTAL ANALYSIS
3 hours credit
Study of the theoretical and practical aspects of modern instrumental analysis. Topics include information processing, spectroscopic, chromatographic and electrochemical methods. **Prerequisite:** CHEM 321. **Three hours per week.**

341. PHYSICAL CHEMISTRY I
4 hours credit
Comprehensive study of the fundamental concepts of physical chemistry. **Prerequisites:** CHEM 122, MATH 201, PHYS 123 or 223. MATH 202 is recommended. **Four hours per week.**

342. PHYSICAL CHEMISTRY II
4 hours credit
Comprehensive study of the fundamental concepts of physical chemistry. **Prerequisites:** CHEM 122, MATH 202, PHYS 123 or 223. **Four hours per week.**

381. ENVIRONMENTAL CHEMISTRY
3 hours credit
Introductory survey of contemporary issues and problems in the chemistry of the environment. Chemistry of the atmosphere, natural and treated waters, and wetlands examined and discussed. Numerical application problems solved in group settings. **Prerequisite:** CHEM 222. **Three hours per week.**

403. PRINCIPLES OF CHEMICAL RESEARCH
3 hours credit
Individual undergraduate research on approved subject under supervision of a member of the faculty. Introduction to the chemical literature, writing styles and presentation styles used in chemistry. **Prerequisite:** Twenty-four hours of chemistry and permission of department chair. **Nine hours per week.**

406. INORGANIC CHEMISTRY
3 hours credit
Study of the theoretical concepts of inorganic chemistry with focus on the relationship between structure, bonding and reactivity. Emphasis on the chemistry of transition metals. **Prerequisite/Corequisite:** CHEM 342. **Three hours per week.**

408. POLYMER CHEMISTRY
3 hours credit
Study of the fundamental concepts of polymer chemistry with emphasis on structure, stereochemistry, synthesis and properties. **Prerequisites:** CHEM 222, 342. **Three hours per week.**

409. ELECTROCHEMISTRY
3 hours credit
Study of the theory and applications of modern electrochemistry. Topics include a review of electrochemical cells, ion-selective electrodes, electrophoresis, polarography, cyclic voltammetry, corrosion processes and impedance measurements. **Prerequisite:** CHEM 333. **Three hours per week.**

410. CHEMICAL RESEARCH
3 hours credit
Individual undergraduate research on approved subject under supervision of a member of the staff. Written report, seminar presentation required. May be taken twice for credit. **Prerequisites.** CHEM 403 and permission of department chair. **Six hours laboratory per week, conference with the instructor.**

412. ORGANIC CHEMISTRY III
3 hours credit
Continued study of carbon compounds including aryl halides, heterocyclic, polynuclear aromatic, unsaturated carbonyl and the organic compounds of sulfur and phosphorus. Emphasis on reaction mechanism and the interaction of functional groups. **Prerequisite:** CHEM 222. **Three hours per week.**

413. INTERNSHIP/CO-OP IN CHEMISTRY
3 hours credit
Work experience designed to provide qualified students opportunities to use acquired chemical knowledge in a professional way. Written report, seminar presentation required. **Prerequisites:** Twenty-four credits of chemistry, permission of department chair. **Six hours work per week, conference with supervisor.**

415. SEMINAR
2 hours credit
Introduces students to the literature, writing styles and oral presentation styles used by the scientific community in general, and the field of chemistry specifically. Builds skills in discussing current topics in chemistry. **Prerequisite:** Junior standing or permission of instructor. **Two hours per week.**

417. BIOCHEMISTRY I
4 hours credit
Application of chemical principles to biological systems through study of the properties, analysis, functioning and relationship of proteins, carbohydrates, lipids and nucleic acids. May not be taken for credit if student has credit for CHEM 407. **Prerequisite:** CHEM 222. **Three hours lecture, three hours laboratory per week.**

418. BIOCHEMISTRY II
3 hours credit
Study of the intermediary metabolism of biomolecules and the biochemistry underlying the expression of information contained in DNA in the synthesis of biomolecules. **Prerequisite:** CHEM 417. **Three hours per week.**

419. BIOCHEMICAL METHODS
4 hours credit
Lecture/laboratory-based exploration of biochemical techniques commonly used in industrial and academic laboratories. Demonstrates the relationships between the structure, interactions and functions of biomolecules and metabolic pathways. **Prerequisite/Corequisite:** CHEM 418. **Six hours per week.**

441. ADVANCED EXPERIMENTAL CHEMISTRY I
4 hours credit
Blended lecture/lab experience in experimental chemistry. Emphasis on the relationship between synthesis, instrumental methods and thermodynamic principles. **Prerequisites:** CHEM 333; CHEM 311 or 341. **Six hours per week.**

442. ADVANCED EXPERIMENTAL CHEMISTRY II
4 hours credit
Continuation of CHEM 441. Blended lecture/lab experience in experimental chemistry. Emphasis on the relationship between synthesis, instrumental methods and molecular structure. **Prerequisite:** CHEM 441. **Six hours per week.**

499. SPECIAL TOPICS IN CHEMISTRY
3 hours credit
Study of a specific area of chemistry. Topic varies semester to semester. May be taken twice for credit. **Three hours lecture per week/laboratory-lecture equivalent.**

599. SPECIAL TOPICS IN CHEMISTRY
3 hours credit
Study of a specific area of chemistry. Topics vary from semester to semester. May be taken twice for credit under different subtitles. Lab-lecture equivalent. **Prerequisite:** Graduate standing.

CHINESE (CHIN)

101. ELEMENTARY CHINESE I
4 hours credit
A foundational course in Modern Standard Chinese (Mandarin), provides competency at the lower novice level in cultural situations as well as in all areas of language usage: listening, speaking, reading and writing. Emphasis on learning simplified script. **Four hours per week. Meets General Education IIIA and IIIC (Prior to Fall 2008: IB).**

102. ELEMENTARY CHINESE II
4 hours credit
Continued skill development of listening, speaking, reading and writing in appropriate cultural situations. More emphasis on reading and writing of Chinese characters in simplified script. **Prerequisite:** CHIN 101 or at least one year of high school Chinese or equivalent experience. **Four hours per week. Meets General Education IIIA and IIIC (Prior to Fall 2008: IB).**

203. PRE-INTERMEDIATE CHINESE I
4 hours credit
Addresses culture and all four areas of language learning: listening, speaking, reading and writing. Students interact appropriately in a variety of social and linguistic situations. Provides exposure to the traditional script. **Prerequisite:** CHIN 102 or at least two years of high school Chinese or equivalent experience. **Four hours per week. Meets General Education IIIA and IIIC (Prior to Fall 2008: IB).**

204. PRE-INTERMEDIATE CHINESE II
4 hours credit
Provides the final preparation for students to work at an intermediate level in authentic readings and topics. Increasingly sophisticated cultural tasks are performed in the four areas of language development: listening, speaking, reading and writing. **Prerequisite:** CHIN 203 or at least three years of high school Chinese or equivalent experience. **Four hours per week. Meets General Education IIIA and IIIC (Prior to Fall 2008: IB).**

COMMUNICATION ARTS (CMAT)

100. FUNDAMENTALS OF COMMUNICATION
4 hours credit
Surveys the basic competencies necessary to articulate oneself effectively in a variety of communication settings. Topics include interpersonal and intercultural relationships, formal and informal groups, and public forums with a primary focus on basic presentation skills. Designed for non-communication arts majors and minors. **Three hours per week with enhancement. Meets General Education IIIA and IIIC (Prior to Fall 2008: IB).**

101. INTRODUCTION TO HUMAN COMMUNICATION STUDIES
4 hours credit
Introduction to the basic principles and theories of human communication. Explores contexts such as interpersonal relationships, small groups, organizations, intercultural interaction and public speaking. In each context, practice skills of effective communication while gaining understanding of the relevant theories and research that are foundational to the discipline. Designed for communication arts majors and minors. **Three hours per week with enhancement. Meets General Education IIIA and IIIC (Prior to Fall 2008: IB).**

102. INTRODUCTION TO MASS MEDIA
4 hours credit
Theory, history, structure and functions of mass media (print, film, recording, radio, television, new media), advertising, journalism and public relations. Students may not receive credit for both CMAT 110 and CMAT 102. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

131. WRITING FOR MEDIA
4 hours credit
Fundamentals of writing for media, including basic script formats and other forms of media content including public service announcements, advertisements, continuity, public relations materials, news and dramas. **Prerequisite:** C or better in ENGL 101, 102 or 103. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

205. INTERPERSONAL COMMUNICATION
4 hours credit
Study of the factors that motivate and determine communication or non-communication among individuals, of the psychological barriers and inducements to open communication and of the effects of these factors upon the people involved. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

218. RHETORIC AND PUBLIC PRESENTATION
4 hours credit
Designed to provide extensive exposure to, and practice in, the preparation and presentation of messages. Emphasizes the nature, methods and principles of public address including persuasive, informative and special occasion presentations. **Prerequisite:** C or better in CMAT 101. **Three hours per week with enhancement.**

234. BEGINNING AUDIO PRODUCTION
4 hours credit
Covers the basic skills and techniques required for audio production in media. Emphasis is on the aesthetics, principles and practices in producing and designing audio programs for media. May not receive credit for both CMAT 134 and CMAT 234. Cross listed with MUMT 234. **Prerequisite:** C or better in CMAT 131. **Three hours per week with enhancement.**

240. INTRODUCTION TO JOURNALISM AND PUBLIC RELATIONS
4 hours credit
Introduction to the basics of journalism and public relations. Focuses on developing an understanding of the professional practices of journalism and public relations and developing journalism and public relations writing skills. **Prerequisite:** C or better in CMAT 101 and 102. **Three hours per week with enhancement.**

243. TELEVISION STUDIO PRODUCTION
4 hours credit
Introduction to the equipment and techniques of television studio production. Each student produces and directs a variety of live-to-tape productions. Outside class crew hours required. May not receive credit for both CMAT 136 and 243.

Prerequisite: C or better in CMAT 131. **Three hours per week with enhancement.**

249. JOURNALISM/PUBLIC RELATIONS PRACTICUM
2 hours credit
Offers students experiences in a variety of on-campus activities. Students are allowed to gain credit for working with groups such as *The Flyer* newspaper, student activities, the Public Relations Office, school-level newsletters, or other journalism or public relations activities approved by the practicum director. **Prerequisites:** C or better in CMAT 240 and permission of instructor. **Two hours per week.**

250. INSTRUCTIONAL COMMUNICATION
4 hours credit
Study of the communicative factors involved in the teaching-learning process in classroom and corporate contexts. Emphasis is on the selecting, limiting, organizing and presenting of content that needs to be conveyed from instructor to learner(s). Special focus is given to developing a supportive environment, effective questioning and positive interpersonal relationships. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

260. FUNDAMENTALS OF ORGANIZATIONAL COMMUNICATION
4 hours credit
Study of human communication systems in organizations. Students explore one-to-one, small group and one-to-many communication, and develop the skills needed in organizational communication. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

297. COMMUNICATION RESEARCH
4 hours credit
Introduction to common communication research methods, including: literature reviews, surveys, experiments, content analysis, rhetorical criticism, ethnography, interviews and focus groups. Students learn essential research and writing skills through projects created in areas of interest such as relationships, business, media, or advertising/public relations. May not receive credit for both CMAT 297 and CMAT 301. **Prerequisite:** C or better in CMAT 101 and 102. **Three hours per week with enhancement.**

300. INTERCULTURAL COMMUNICATION
4 hours credit
Study of correctable communication problems caused by cultural differences. Analysis of problems from communication and cultural perspectives. Emphasis on ways to avoid and correct such problems. Does not satisfy General Education requirements. **Prerequisite:** C or better in CMAT 297. **Three hours per week with enhancement.**

304. COMMUNICATION, GENDER AND CULTURE
4 hours credit
Explores the relationships among communication, gender and culture. Illuminates the pivotal role of communication in sustaining and altering existing gender and cultural patterns. **Prerequisites:** C or better in CMAT 297. **Three hours per week with enhancement.**

305. INTERPERSONAL COMMUNICATION II
4 hours credit
Examines theories and concepts that highlight the role of communication in personal and intimate relationships. Additional emphasis is on the role of communication in the life-cycle of a relationship. **Prerequisites:** C or better in CMAT 297. **Three hours per week with enhancement.**

306. CONVERSATIONAL ANALYSIS
4 hours credit
Study of conversational goals and strategies. Focus on recognizing and understanding role of specific features (i.e. pronouns, sentence structure) in interpersonal contexts; individual communicative strategies and their effects on conversational patterns. **Prerequisites:** C or better in CMAT 297. **Three hours per week with enhancement.**

307. INTERPERSONAL CONFLICT
4 hours credit
Examines the role of communication in interpersonal contexts where there is a need to manage conflict. Explores how communication can reflect, create and transform conflict. Analyzes the role of power, climate, emotions and other factors that contribute to destructive or constructive conflict patterns. Emphasizes conceptual understanding and basic skills in diagnosing conflict, making recommendations, monitoring one's own behavior and third party intervention. **Prerequisite:** C or better in CMAT 297. **Three hours per week with enhancement**

308. INTERVIEWING
4 hours credit
Investigates interviewing situations based on giving and/or getting information and influencing the behavior of others through persuasion. Includes exercises demonstrating most commonly used forms of the interview. **Prerequisite:** C or better in CMAT 101 and 102. **Three hours per week with enhancement.**

310. SMALL GROUP DISCUSSION
4 hours credit
Participation in and analysis of small group discussion. Emphasizes communication within the small group setting and effective group decision making. **Prerequisites:** C or better in CMAT 297. **Three hours per week with enhancement.**

312. NONVERBAL COMMUNICATION
4 hours credit
Study of human communicative behavior without the use of words. Ways of sending and receiving nonverbal messages are examined with the goal of awareness and understanding of their communicative value. **Prerequisites:** C or better in CMAT 297. **Three hours per week with enhancement.**

314. CONFERENCE AND MEETING MANAGEMENT
4 hours credit
Studies the basic principles and procedures for the effective management of small- and large-scale conferences and meetings in a variety of contexts, including education, sales and marketing, professional associations and government. Will apply the knowledge gained through readings and lecture to actual and simulated conferences. Students will be involved in the actual planning and management of a conference. **Prerequisites:** C or better in CMAT 101 and 102. **Three hours per week with enhancement.**

317. PERSUASION AND ARGUMENTATION
4 hours credit
Introduction to the study of persuasion and argumentation. Focus on how changes in attitudes and behavior may generally result and how various factors may contribute to persuasive outcomes. Examines practical reasoning in the construction of persuasive argument. Course includes practice in oral and written argument. Students who have taken both CMAT 315 and 316 may not receive credit for CMAT 317. **Prerequisite:** C or better in CMAT 297. **Three hours per week with enhancement.**

331. DRAMATIC WRITING FOR MEDIA
4 hours credit
Study of the concepts and techniques associated with dramatic fiction writing for media. Students acquire skills through analysis of sample screenplays, movies and TV programs and through developing short motion picture and television screenplays and treatments. **Prerequisite:** C or better in CMAT 131. **Three hours per week with enhancement.**

332. MEDIA CRITICISM AND ANALYSIS
4 hours credit
Development of critical viewing skills through analysis of program conventions, genres and media aesthetics, and through intensive writing. **Prerequisites:** C or better in CMAT 102. **Three hours per week with enhancement.**

334. THE MASS MEDIA IN SOCIETY
4 hours credit
Critical study of the persuasive elements generated through the mass media, and the resulting influence the media exert upon society. **Prerequisites:** C or better in CMAT 102. **Three hours per week with enhancement.**

335. COMMUNICATING ON THE WEB
4 hours credit
Acquaints the student with the numerous and varied elements contained on the Internet. The course will enhance communication skills, specifically for the networked environments, and will discuss how to reach specific audiences on the net. Instruction includes media writing, page design, site development and learning about hypertext markup language. Integral to the course is evaluating and analyzing Web-based content. **Prerequisites:** C or better in CMAT 297. **Three hours per week with enhancement.**

336. CINEMA AND SOCIETY
4 hours credit
Analyze how certain motion pictures have influenced society during certain phases of the nation's history. Explore how audience responses to this popular medium demonstrate the specific effects these films have upon social issues and modernity, including gender, sexuality and ethnicity. Case studies assist in understanding basic aspects of media studies and their importance. **Prerequisite:** C or better in CMAT 102. **Four hours per week.**

337. INTERNATIONAL MEDIA SYSTEMS
4 hours credit
Introduction and examination of the media systems of countries around the globe with emphasis on the effects geo-political and cultural forces have on the development of specific mass communication channels throughout the world. **Prerequisite:** C or better in CMAT 102. **Three hours per week with enhancement.**

338. MASS MEDIA MANAGEMENT
4 hours credit
Study of problems facing today's managers in an ever-changing media landscape. Topics include economics, ownership, leadership, conflict management, programming, advertising, community relations and Federal Communications Commission rules and regulations. **Prerequisite:** C or better in CMAT 102. **Three hours per week with enhancement.**

339. BUSINESS OF MEDIA
4 hours credit
A historical and critical study of how media industries have thrived in contemporary society as business models, and the power they wield to shape public opinion. Addresses how the heads of media conglomerates continue to survive in the deeply competitive world of mass communications, and the place today's student may have within the industry. Requires extensive reading, writing and class discussion on a range of business models and related topics. **Prerequisite:** C or better in CMAT 102. **Three hours per week with enhancement.**

340. PUBLIC RELATIONS WRITING
4 hours credit
Study of writing techniques and formats for public relations applications, including radio and television public service announcements, video news releases, speech writing, media kit preparation, and print media news releases. **Prerequisites:** C or better in CMAT 240. **Three hours per week with enhancement.**

342. ADVERTISING CAMPAIGNS
4 hours credit
Focuses on the study and practice of planning and creating advertisements and advertising techniques such as campaign planning, copy writing and media placement. Explores the aesthetic dimensions of advertising expression and cultural dimensions of reading and interpreting advertisements. Overview of how the advertising industry operates, what ad people do, and the effects of advertising on society. **Prerequisite:** C or better in CMAT 102. **Three hours per week with enhancement.**

343. VIDEO FIELD PRODUCTION
4 hours credit
Study of the production of television and film programs using single camera and editing techniques. May not receive credit for both CMAT 236 and 343. **Prerequisite:** C or better in CMAT 234 and 243. **Three hours per week with enhancement.**

344. WRITING FOR THE PROFESSIONS
4 hours credit
Comprehensive writing course that prepares students for print journalism and public relations careers. Requires weekly writing assignments, many of which are under stringent deadlines. **Prerequisite:** C or better in CMAT 240. **Three hours per week with enhancement.**

345. SPORTS COMMUNICATION
4 hours credit
Places sports in a social perspective and teaches students to study and apply skills required of sportswriters, sportscasters and sports information specialists. **Prerequisite:** C or better in CMAT 344. **Three hours per week with enhancement.**

346. PUBLIC AFFAIRS REPORTING
4 hours credit
Examines media coverage of public agencies and social issues while emphasizing civic journalism. **Prerequisite:** C or better in CMAT 344. **Three hours per week with enhancement.**

348. MEDIA DESIGN AND LAYOUT
4 hours credit
Instruction in the principles, theories and applications of typography, layout, design, editing and production of print and electronic dissemination of business publications, newspapers, magazines, Web sites and other new media. The course is designed to help develop desktop printing and online publishing skills. **Prerequisite:** C or better in CMAT 344. **Three hours per week with enhancement.**

354. ADVANCED AUDIO PRODUCTION
4 hours credit
An intensive advanced-level audio production course. Advances the students' broad audio knowledge and production abilities in creative sound recording/mixing/processing/editing and sound design. Emphasizes audio for media, applied media aesthetics, sound design, and creative and artistic approaches to various types of sophisticated audio production including music recording, radio production and audio for other media (video, film, new media). Cross listed with MUMT 354. **Prerequisite:** CMAT 234. **Three hours per week with enhancement.**

365. MANAGERIAL COMMUNICATION
4 hours credit
Study of the role of the manager as a communicator at various organizational levels. Students study various communication strategies available to managers. Topics include information processing; presenting, receiving and gathering information; goal setting; decision making and change. **Prerequisites:** C or better in CMAT 297. **Three hours per week with enhancement.**

373. PRODUCING NEWS PACKAGES AND DOCUMENTARY SHORTS
4 hours credit
Provides a solid foundation of theoretical and practical skills needed to tell nonfiction stories for the visual mass media. Produce a wide variety of news packages and documentary shorts. **Prerequisites:** C or better in CMAT 343. **Three hours per week with enhancement.**

390. SPECIAL TOPICS IN HUMAN COMMUNICATION STUDIES
4 hours credit
Study in interpersonal, organizational or public communication process and messages. May be taken twice under different subtitles. **Prerequisite:** C or better in CMAT 297. **Three hours per week with enhancement.**

391. STUDIES IN MASS MEDIA
4 hours credit
Study of various mass media concepts as they impact contemporary society. May be repeated a maximum of two times under different subtitles. **Prerequisite:** C or better in CMAT 102. **Three hours per week with enhancement.**

392. STUDIES IN MEDIA PRODUCTION
4 hours credit
Study of different concepts and practices as they apply to media production. May be repeated under different subtitles. **Prerequisite:** C or better in CMAT 234 and 243. **Four hours per week.**

394. STUDIES IN JOURNALISM/PUBLIC RELATIONS
4 hours credit
Study of various concepts, theories and/or practices in journalism or public relations. May be repeated under different subtitles. **Prerequisite:** C or better in CMAT 344. **Three hours per week with enhancement.**

399. INTERNATIONAL STUDIES IN COMMUNICATION
4 hours credit
On-site study of human communication, media, journalism and culture of selected countries. Field study is preceded by pre-tour lectures. Understand the culture and communication of a foreign country through immersion and experiential learning. May be taken twice under different subtitles. **Prerequisites:** Permission of instructor. **Four hours per week.**

400. ADVANCED COMMUNICATION THEORY
4 hours credit
Selected philosophies and theories of human communication, encompassing structures, forms and contexts of communication, which include cultural contexts, assumptive bases and world views of theories and theorists. **Prerequisites:** C or better in CMAT 297. **Three hours per week with enhancement.**

405. FAMILY COMMUNICATION
4 hours credit
Characterization of family styles of communication as they reflect values, attitudes and perceptions of family members as a group. Examination of effects of individual communication strategies on development of family patterns of interaction. Selected readings, field research, two exams. **Prerequisites:** C or better in CMAT 297. **Three hours per week with enhancement.**

430. POLITICAL COMMUNICATION
4 hours credit
Studies the role of media and rhetoric in political campaigns and the political process. **Prerequisites:** C or better in CMAT 297. **Three hours per week with enhancement.**

433. DOCUMENTARY PRODUCTION
4 hours credit
Investigates documentary styles and techniques while emphasizing the documentary production process. Over the course of a semester, develop a documentary project by turning in the various components (proposal, treatment, rushes, etc.), culminating in a completed 24-30 minute documentary. May not receive credit for both CMAT 333 and 433. **Prerequisite:** C or better in CMAT 343. **Three hours per week with enhancement.**

434. TELEVISION MAGAZINE PRODUCTION
4 hours credit
Attain practical, real-world experience by producing a bi-weekly program for SU's campus and community access channels. Create seven bi-weekly, half-hour programs (in the "soft news" genre) that highlight campus-related achievements, events and interests of students' choosing. All on-camera and behind-the-scene crew positions are filled by students. **Prerequisite:** C or better in CMAT 343. **Three hours per week with enhancement.**

435. DIRECTING FOR THE CAMERA
4 hours credit
Introduction to processes and skills required to plan, design and direct drama for the television/film medium. Study the formalistic elements of the medium and complete the required projects designed to provide practical experience in planning and then directing material that persuades, informs and entertains audiences. Fundamentals of the language of television/film are stressed: aesthetics and their application. Emphasis on the communication between directors and actors, effective use of the audiovisual language, camera blocking and visual storytelling. **Prerequisite:** C or better in CMAT 343. **Three hours per week with enhancement.**

438. MASS COMMUNICATION LAW
4 hours credit
Consideration of the legal and regulatory context of mass communication. Topics include constitutional, first amendment and statutory issues and the study of regulatory agencies and processes. **Prerequisite:** C or better in CMAT 102 and junior standing. **Three hours per week with enhancement.**

439. CRITICAL ISSUES IN NEW MEDIA
4 hours credit
Critical study of the transformation of the mass media and cultural landscape in relation to digital media and information technologies. Examines the consequences of the convergence of media platforms and technologies for individuals, society, politics, culture and the media industries. **Prerequisites:** C or better in CMAT 102 and junior standing. **Three hours per week with enhancement.**

440. MEDIA AND CRIMINAL JUSTICE
4 hours credit
Course enhancing the understanding of the media-criminal justice relationship as media coverage corresponds with heightened public demand for accountability in law enforcement, corrections, legal and judicial agencies. Study news coverage and entertainment portrayals of institutional and source-reporter interaction in criminal justice agencies, which are developing sophisticated public information and media relations strategies. Evaluate whether the public can be better informed without sacrificing the integrity of media and criminal justice agencies. **Prerequisite:** C or better in CMAT 344. **Three hours per week with enhancement.**

444. ENVIRONMENTAL COMMUNICATION
4 hours credit
Focuses on the reporting and dissemination of environmental policy, information and education, environmental reporting and environmental public relations. Also discusses risk and crisis communication management. **Prerequisites:** C or better in CMAT 344. **Three hours per week with enhancement.**

446. DIGITAL FILMMAKING
4 hours credit
Explores the art of filmmaking using digital technology. Requires producing a short film from script to screen. Students write, produce, direct, cast, shoot and edit a short film in a genre of their choice. Film theory and techniques are explored and applied in the production. HD equipment is used for acquisition and finishing. **Prerequisites:** C or better in CMAT 343. **Three hours per week with enhancement.**

447. INTERNATIONAL PUBLIC RELATIONS
4 hours credit
Study of strategic communication principles and theoretical frameworks guiding research, design, implementation and evaluation of international public relations efforts by corporations, institutions and nongovernmental organizations. **Prerequisite:** C or better in CMAT 344. **Three hours per week with enhancement.**

448 PUBLIC RELATIONS CASES AND STRATEGIES
4 hours credit
Examines public relations cases while developing strategies and scenarios for response. **Prerequisite:** C or better in CMAT 344. **Three hours per week with enhancement.**

456. ADVANCED TELEVISION STUDIO PRODUCTION
4 hours credit
Advanced-level production course designed for experience in writing, designing and producing programs in a television studio environment. Emphasis on program proposals, writing, producing, directing and use of digital technology in production. May not receive credit for both CMAT 336 and 456. **Prerequisites:** C or better in CMAT 343. **Four hours per week.**

460. APPLIED ORGANIZATIONAL COMMUNICATION
4 hours credit
Examines the process of communication from the perspective of the whole organization and studies various structures in business, education, the arts, etc. in order to analyze and improve communication. **Prerequisite:** C or better in CMAT 297. **Three hours per week with enhancement.**

465. COMMUNICATION TECHNOLOGY
4 hours credit
Examines innovations in communication techniques and applications. Topics include satellite and terrestrial based technology, conferencing, decision support systems, computer mediated communication and the impact of technology on the communication process and communicators. **Prerequisites:** C or better in CMAT 297. **Three hours per week with enhancement.**

466. SPECIALIZED REPORTING FOR TV AND THE WEB
4 hours credit
Provides an opportunity to focus reportorial and production skills on a specialized topic. Specialized topics could include, but are not limited to, sports, community, business or international issues. Student work produced will be offered to media organizations around Maryland for use in professional broadcast news programs or news Web sites. **Prerequisite:** C or better in CMAT 343. **Three hours per week with enhancement.**

490. COMMUNICATION SEMINAR
4 hours credit
Intensive study in speech or communication studies. Students should choose a seminar in their track. Substantial research paper/academic project and class presentation are required. May be taken twice under different subtitles, but only four credits may be applied to the communication arts major. **Prerequisites:** Senior standing and permission of the instructor. **Three hours per week with enhancement.**

492. INDEPENDENT STUDY
1-4 hours credit
Student selects a topic for investigation with the advice of an instructor prior to registration. Student submits a proposal including a letter of intent, an outline of the proposed study and an abstract of the intended topic area. Prior familiarity and work with the topic are recommended. Students opting for CMAT 492 as an elective requirement must take a minimum of four credits. May be taken twice for a total of eight credit hours, and only four credits may count toward the major. **Prerequisite:** Permission of department chair. **Hours arranged.**

495. INTERNSHIP IN COMMUNICATION
1-8 hours credit
Provides practical experience in the application of theoretical concepts including broadcasting, theatre, journalism, organizational communication, public relations, training, etc. Only four hours may be counted toward the major. Students opting for CMAT 495 as a core requirement must take a minimum of four credits. May be taken twice for a total of eight credit hours. **Prerequisites:** C or better in CMAT 101, 102, junior standing, track core courses, 2.5 overall G.P.A., 3.0 G.P.A. in CMAT and permission of the department. **Variable.**

497. INDEPENDENT RESEARCH
4 hours credit
Designed to encourage students to pursue an important area of research in communication. Allows a student to study a subject area in more depth than possible in the traditional classroom setting. With the advice of an instructor, the student submits a proposal including a letter of intent, an outline of the proposed study with bibliography and an abstract of the intended topic area. The project should ideally be new research as an addendum to an earlier project. A public presentation of research is required. **Prerequisites:** C or better in CMAT 297, (at least 3.0 GPA in CMAT courses) permission of department chair and approval and cooperation of supervising instructor. **Four hours per week.**

499. HONORS
4 hours credit
Independent study undertaken for departmental honors at the invitation of the department.

500. ORAL READING AND THE TEACHING OF LITERATURE
3 hours credit
Designed to lead the student to an awareness of literature through the performing self to reinforce the concept that one's physiological and psychological processes are bound together in the act of understanding what stories and poems mean. **Three hours per week.**

501. ADVANCED COMMUNICATION THEORY
3 hours credit
Selected philosophies and theories of human communication, encompassing structures, forms and contexts of communication, which include cultural contexts, assumptive bases and world views of theories and theorists. **Prerequisite:** Graduate status. **Three hours per week.**

510. SEMINAR IN INTERPERSONAL COMMUNICATION
3 hours credit
The investigation of speech-communication from the point of view of conflict, manipulation, barriers and breakdowns—factors which undermine human potential for optimum reciprocal social intercourse. **Three hours per week.**

530. POLITICAL COMMUNICATION
3 hours credit
Studies the role of media and rhetoric in political campaigns and the political process. **Prerequisite:** Graduate status. **Three hours per week.**

590. COMMUNICATION SEMINAR
3 hours credit
Intensive study of a selected topic in speech, communication studies or theatre. May be repeated under different subtitles. **Prerequisite:** Graduate status. **Three hours per week.**

592. INDEPENDENT STUDY
1-3 hours credit
Student must choose a topic for investigation with the advice of an instructor prior to registration. Variable credit; may be taken twice. **Prerequisites:** Graduate status, Permission of department chair. **Hours arranged.**

645. ORGANIZATIONAL COMMUNICATION
3 hours credit
Designed to improve a manager's effectiveness in communicating on both an interpersonal and systems level. Topics include dissemination of information, writing style and format. Includes theories and models in communication. Emphasis on solving business communication problems. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

COMPUTER SCIENCE (COSC)

116. INTRODUCTION TO COMPUTER SYSTEMS
4 hours credit
Overview of computer science and the theory and application of computer fundamentals. Lab activities include: file and directory/folder manipulation, word processing, spreadsheets and program implementation. May not be taken for credit if student already has credit for any of the following: COSC 110, 112, 115, INFO 111. **Three hours lecture, two hours laboratory per week. Meets General Education IVB (Prior to Fall 2008: IIIB).**

117. PROGRAMMING FUNDAMENTALS
4 hours credit
Introductory course in computer programming, which involves solving problems by designing, implementing and testing algorithms. Emphasis is on problem solving through the use of algorithms and learning to develop computer programs that are reliable, well-documented and correct. Implementation is done in object-oriented based languages concentrating on fundamental instructions and the development and implementation of events, methods and functions. **Three hours lecture, two hours laboratory per week. Meets General Education IVB (Prior to Fall 2008: IIIB).**

118. INTRODUCTORY SCIENTIFIC PROGRAMMING
4 hours credit
Introduction to program design and development. Programs focus on development of applications for science, including applications related to GIS. The object-oriented approach is emphasized throughout. No previous programming experience is required. **Three hours lecture, two hours laboratory per week.**

119. INTRODUCTION TO WEB DEVELOPMENT
4 hours credit
Introductory course in Web development through the use of XHTML (Extensible Hypertext Markup Language), CSS (Cascading Style Sheets) and JavaScript. Intended for B.A. art majors in visual communications and B.F.A. art majors in graphic design. Labs focus on Web page development through the use of forms, tables, menus, graphics and JavaScript. **Three hours lecture, two hours laboratory per week. Meets General Education IVB (Prior to Fall 2008: IIIB).**

120. COMPUTER SCIENCE I
4 hours credit
Step-by-step approach to problem solving, modular structured design, and structured programming in C++. Emphasizes production of readable, well-documented, efficient, tested and correct programs. Includes time intensive assignments. **Prerequisite:** C or better in COSC 117 or permission of department. **Three hours lecture, two hours laboratory per week.**

220. COMPUTER SCIENCE II
4 hours credit
Object-oriented approach to design and implementation of medium to large software projects. Abstract data types including lists, stack and queues. Emphasizes design trade-offs based on analysis of run time and storage requirements. Includes time-intensive assignments. **Prerequisite:** COSC 120. **Prerequisite/Corequisite:** MATH 210. **Three hours lecture, two hours laboratory per week. Meets General Education IVB (Prior to Fall 2008: IIIB).**

250. MICROCOMPUTER ORGANIZATION
4 hours credit
Organization and internal behavior of microcomputer hardware: digital logic, Boolean algebra, switching networks, design of memories and ALUs, controllers, microprocessor architecture, introduction to machine code and assembly language. Credit may not be received for both COSC 250 and PHYS 322. **Prerequisite:** COSC 116 or 120. **Three hours lecture, two hours laboratory per week. Meets General Education IVB (Prior to Fall 2008: IIIB).**

320. ADVANCED DATA STRUCTURES AND ALGORITHM ANALYSIS
4 hours credit
Continuation of the study of the design, implementation and testing of programs. Further study of object-oriented programming. Introduction of graphical user interfaces. Emphasis is on analysis of algorithms and abstraction. **Prerequisites:** COSC 220, MATH 210. **Three hours lecture, two hours laboratory per week.**

330. OO DESIGN PATTERNS AND GUI/ EVENT-DRIVEN PROGRAMMING
3 hours credit
Covers three related topics: event-driven programming, graphical user interface (GUI) and object-oriented (OO) design using design patterns. The event-driven model is examined throughout the course. OO design is introduced through the analysis of design patterns. There are several programming projects for this course. **Prerequisites:** C or better in COSC 220. **Three hours per week.**

350. SYSTEMS SOFTWARE
4 hours credit
Study of programming at the systems level, mostly in a UNIX environment. Topics include processes, threads, sockets, basic I/O operations, interprocess communication and use of Shell and Perl scripts. **Prerequisites:** COSC 220, 250. **Three hours lecture, two hours laboratory per week.**

362. THEORY OF COMPUTATION
3 hours credit
Applications of discrete mathematics to computer science and introduction to the theory of computation. Topics include automata and formal languages, computability by Turing machines and recursive functions, undecidability and computational complexity. Cross-listed with MATH 362. **Prerequisites:** COSC 120, MATH 210. **Three hours per week.**

370. COMPUTER NETWORKS
3 hours credit
Theory and practice of data communication between computing devices. Investigates network architectures, wide- and local-area networks, ISO network layers. Emphasis is on the underlying theory and how network design affects network performance. Study of encoding systems, routing control, transport protocols, programming for networks, socket programming and remote procedure calls. **Prerequisites:** MATH 210, 213, 214 and COSC 220. **Three hours per week.**

380. INTERNSHIP
3 hours credit
Students work under supervisors in a local firm or public institution in conjunction with an advisor from the department. Cross-listed with MATH 380. MATH/COSC 380 may be taken twice for a maximum of six credits, but used only once toward a major in mathematics or computer science. **Prerequisite:** Approval of department chair. **Eight to ten hours per week.** *(P/F)*

385. DIRECTED STUDY
1-4 hours credit
For students who desire to pursue a special topic in computer science not covered in the current curriculum. Under most circumstances students will take this course for three credit hours. This course may be repeated under different subtitles, for a total of 9 credits, but only a total of four credit hours from MATH 385 and/or COSC 385 may be used toward a major or minor. **Prerequisite:** Permission of the instructor and the chair of the Department of Mathematics and Computer Science. **One to four hours per week.**

386. DATABASE IMPLEMENTATION
3 hours credit
Concentrates on the physical design and implementation of databases. Query algorithms and efficiency optimization are explored. Design, implement and document large database systems. **Prerequisite:** COSC 220, MATH 210. **Three hours per week.**

390. UNDERGRADUATE RESEARCH PROJECT
1-3 hours credit
Offers study of some area of computer science in more depth than is possible in the usual classroom setting. Students work on projects under the direction of faculty members. **Prerequisite:** Department chair approval. *(P/F)*

422. ORGANIZATION OF PROGRAMMING LANGUAGES
3 hours credit
Study of the organization of programming languages, with emphasis on their formal specifications and on the run-time behavior of procedural, object-based, functional and logic programming languages. History, syntax and grammar, control, binding, pointers, blocks, parameters, and encapsulation. **Prerequisite:** COSC 220. **Three hours per week.**

425, 426. SOFTWARE ENGINEERING I, II
3 hours credit
Study of conventional and object-oriented software engineering principles and methods: the human-computer interface, requirements analysis, prototyping, software design, system models, use of tools, project management, implementation, testing strategies, software metrics, maintenance, quality assurance, ethics and professional responsibility. Use of standards, verification and validation, configuration management, quality assurance and human factors. Student teams will analyze a real-world problem and design, implement, document and test a software system based upon the specified requirements. COSC 426 is a continuation of 425. **Prerequisite:** COSC 320. **Three hours per week.**

432. COMPILER CONSTRUCTION
3 hours credit
Concentrates on the principles, techniques and tools of modern compiler construction. Topics include lexical analysis, parsing and semantic analysis, translation, code generation, run-time organization, abstract syntax, type checking and register allocation. Will design and implement a working compiler. **Prerequisite:** C or better in COSC 320. **Prerequisite/Corequisite:** C or better in COSC/MATH 362. **Three hours per week.**

450. OPERATING SYSTEMS
3 hours credit
Analysis of the operating system, the program which supervises the activity of the computer. Study of processes, interprocess communication, scheduling, I/O systems, deadlock, file systems, memory management, security/protection mechanisms and resource allocation. **Prerequisite:** COSC 350. **Three hours per week.**

456. COMPUTER ARCHITECTURE
3 hours credit
Advanced study of computer systems which includes addressing modes, parallelism, pipeline processing, memory management, control designs and I/O interrupts. Various architectures compared and contrasted. **Prerequisites:** COSC 220, 250. **Three hours per week.**

472. NETWORK SECURITY
3 hours credit
The principles and practice of network security, covering three areas: security risks and countermeasures, principles of computer cryptography, and applied cryptography in network systems. Topics include the themes and challenges of network security, the role of cryptography and modern techniques for computer and network security. **Prerequisite:** C or better in COSC 370. **Three hours per week.**

482. COMPUTER GRAPHICS
3 hours credit
Generate and manipulate graphic information using the computer. Emphasis on the analysis of fundamental problems associated with these activities and on the structured design of solutions. Cross-listed with MATH 482. May not receive credit for both COSC 482 and MATH 482. **Prerequisites:** COSC 120, MATH 306. **Three hours per week.**

490. SPECIAL TOPICS
3 hours credit
Seminar course with content that varies semester to semester (e.g., artificial intelligence, compiler construction or other topics suggested by faculty or students). May be taken twice under different titles. **Prerequisite:** COSC 220. **Three hours per week.**

495. DIRECTED CONSULTING
4 hours credit
Provides teams of 3-12 students with experience in using mathematical and computing tools to solve real-world problems posed by a client organization, such as a research institute, business or industry. Combines individual and group work, and requires the presentation of a written and oral report to the client organization and the department. Cross-listed with MATH 495. COSC/MATH 495 may be taken twice for a maximum of eight credits, but used only once toward a major in mathematics or computer science. **Prerequisite:** Invitation of department chair. **Four hours per week.** *(P/F)*

501. COMPUTER SCIENCE FOR MATH AND SCIENCE TEACHERS
3 hours credit
Study of microcomputers, advanced programming concepts and other topics appropriate to secondary school teachers of mathematics and science. Graduate credit only. **Prerequisites:** Ability to design and write clear programs; COSC 120.

522. ORGANIZATION OF PROGRAMMING LANGUAGES
3 hours credit
Study of the organization of programming languages, with emphasis on their formal specifications and on the run-time behavior of procedural, object-based, functional and logic programming languages. History, syntax and grammar, control, binding, pointers, blocks, parameters, and encapsulation. Credit may not be received for more than one: COSC 422, COSC 522. **Prerequisites:** COSC 220, graduate standing required. **Three hours per week.**

550. OPERATING SYSTEMS
3 hours credit
Analysis of the operating system, the program which supervises the activity of the computer. Study of processes, interprocess communication, scheduling, I/O systems, deadlock, file systems, memory management, security/protection mechanisms and resource allocation. Credit may not be received for more than one: COSC 450, COSC 550. **Prerequisites:** COSC 350, graduate standing required. **Three hours per week.**

582. COMPUTER GRAPHICS
3 hours credit
Generate and manipulate graphic information using the computer. Emphasis on the analysis of fundamental problems associated with these activities and on the structured design of solutions. Cross-listed with MATH 482. Credit may not be received for more than one: COSC 482, COSC 582, MATH 482, MATH 582. **Prerequisites:** COSC 120, MATH 306, graduate standing required. **Three hours per week.**

590. SPECIAL TOPICS
3 hours credit
Seminar course with content that varies semester to semester (e.g., artificial intelligence, compiler construction or other topics suggested by faculty or students). May be taken twice under different titles. **Prerequisites:** COSC 220, graduate standing required. **Three hours per week.**

CONFLICT ANALYSIS AND DISPUTE RESOLUTION (CADR)

200. FOUNDATIONS OF CONFLICT AND CONFLICT RESOLUTION
4 hours credit
Surveys the basic practical and theoretical foundations of conflict and conflict resolution. Introduces students to the basic theories and practices of conflict resolution providing them with a grounding in theories of conflict, their application, the dynamics of conflict and an overview of key conflict resolution processes. Students learn to understand their own conflicts and how the theories, skills and practices of conflict resolution can make conflict productive. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

225. SOCIOLOGY OF CONFLICT AND NONVIOLENCE
4 hours credit
Seeks answers to questions about why humans use violence to resolve conflict and what social forces produce conflict in families, ethnic and racial groups, economic groups and nation states. Explores nature and practice of nonviolent conflict resolution. Cross-listed with SOCI 225. May not receive credit for both CADR 225 and SOCI 225. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

300. THEORIES OF CONFLICT AND CONFLICT RESOLUTION
4 hours credit
Examines the root cause of social conflict from a variety of theoretical perspectives. Conflict analysis is examined using psychological, sociological, anthropological, political and internal national relations perspectives. Identifies various factors, variables and social dynamics that often signal the onset of social conflict. **Three hours per week with enhancement.**

301. INTERNATIONAL CONFLICT AND CONFLICT RESOLUTION
4 hours credit
Focuses on the variety of root sources of conflict between nation states. Underscores the early detection and successful prevention of large-scale acts of aggression and violence between nation states. Case studies will be employed to understand and explain these international disputes. Some key players in these conflicts will serve as resource persons for class. **Three hours per week with enhancement.**

302. CROSS-CULTURAL CONFLICT ANALYSIS AND INTERVENTION
4 hours credit
Culture and its impact on the interactions of individuals and groups is the core concern of this course. The norms, roles, values, beliefs and traditions of various ethnic and racial groups are primordial to an understanding of why there is conflict among groups. This class emphasizes cultural awareness as a means of more fully understanding the dynamics of controversies among different groups and examines a variety of "rational" systems, belief and value structures that directly clash with those of neighboring groups. **Three hours per week with enhancement.**

303. STUDIES IN CONFLICT ANALYSIS AND DISPUTE RESOLUTION
4 hours credit
Selected areas of study within varied subfields of conflict analysis and dispute resolution. Course may be taken three times under different subtitles. **Prerequisite:** CADR 200. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

321. RESEARCH METHODS
4 hours credit
Introduction to qualitative and quantitative social research methods. Emphasis on research design, question formulation, sampling techniques, hypothesis testing, data analysis, computer processing and practical research activity. Cross-listed with SOCI 321. May not receive credit for both CADR 321 and SOCI 321. **Three one-hour lectures, one two-hour laboratory per week.**

400. PRACTICUM AND INTERNSHIP
3 or 4 hours credit
Provides a supervised and mentored experience practicing conflict resolution in local, regional, national or international organizations. Students are required to design their own practicum experience with the assistance of conflict analysis and dispute resolution faculty in order to best suit their particular interests, career goals and aspirations. **Prerequisites:** Permission of the instructor and junior standing are required to register for the course. Must apply for the practicum experience the semester before registering for the class. May be taken twice with a maximum four credits applied toward the major. **Eight to ten hours per week.** *(P/F with pass equivalent to C or better)*

401. DISPUTE SYSTEMS DESIGN
4 hours credit
Examines the practical and theoretical approaches to diagnosing and solving complex organizational conflict. Students will learn how to conduct needs assessment, a variety of organizational analysis techniques and how to construct an internal dispute resolution system for organizations within the private and public sector. **Three hours per week with enhancement.**

403. RESOLVING ENVIRONMENTAL CONFLICT
4 hours credit
Environmental conflict is the major problem facing most civilizations in the 21st century. This course provides a systems approach to the examination of the sources of environmental conflict as well as various ways to reach resolution. The core challenge is to balance basic human needs while effectively protecting, preserving or conserving vital parts of the physical and biological environment. This course presents a number of conflict intervention models and techniques. **Three hours per week with enhancement.**

404. NEGOTIATION AND CONFLICT MANAGEMENT IN BUSINESS
4 hours credit
Business conflict can not only hurt profits but personal and professional relationships and, if left unchecked, can impact large groups of people outside the business setting. Conflict management techniques and processes are presented so that students will know how to more effectively manage conflict at an interpersonal level before they escalate into a scenario that requires more people to become involved and further drain business resources. Case studies, simulations and role-plays are used to teach conflict resolution skills that serve to prevent and manage conflicts from becoming destructive. Students will also learn how to become more effective negotiators through the use of interest-based tactics and strategies. **Three hours per week with enhancement.**

405. SPECIAL TOPICS
4 hours credit
Selected areas of study within varied subfields of conflict analysis and dispute resolution. May be taken twice under different subtitles. **Prerequisites:** CADR 100 or 200. **Three hours per week with enhancement.**

490. INDIVIDUAL DIRECTED STUDY
1-4 hours credit
Enables advanced students to pursue individualized work through field study or other projects of their own choosing, under the direction of a faculty member. Students may use the resources available at the Center for Conflict Resolution to become involved in on-going projects. May be repeated for a maximum of eight credits with faculty approval. **Prerequisites:** CADR 100 or 200, major in conflict analysis and dispute resolution, and permission of instructor. **One to three hours per week with enhancement.**

495. INDIVIDUAL RESEARCH
4 hours credit
Advanced students pursue their own research project under the direction of a faculty member or assist a faculty member in a research project. Involves both archival and qualitative and/or quantitative social science research. May be repeated for a maximum of eight credits with faculty approval. **Prerequisites:** CADR 100 or 200, CADR/SOCI 321, major in conflict analysis and dispute resolution, and permission of instructor. **Three hours per week with enhancement.**

500. INTRODUCTION TO CONFLICT ANALYSIS AND RESOLUTION
3 hours credit
Introduction to various practices, history and formative theories of the field; basic analytical and conceptual frameworks; and how theory and practice reinforce each other. Explores how values and world views shape practices and will include reflective exercises to identify individual styles, value sets and approaches to conflict and intervention. **Three hours per week.**

510. PROBLEM SOLVING, NEGOTIATION AND CONFLICT ASSESSMENT
3 hours credit
Explores basic negotiation and problem-solving theory and practice from basic "two-party, one-issue disputes" to more complex cases requiring additional intervention skills. Familiarizes students with the negotiation process; provides experience with conflict analysis and assessment; examines issues of effective data gathering, identification of stakeholders and getting people to the negotiation table; and reviews the process of assessment as it relates to selecting appropriate conflict resolution practices. **Three hours per week.**

520. STRUCTURAL AND SYSTEMATIC CONFLICT AND DISPUTE SYSTEMS
3 hours credit
Examines the hidden sources of conflicts that are often embedded in social, legal, political, and organizational structures and systems. Emphasizes rules, regulations, roles, contractual obligations, laws, informal agreements and other ties that bind people together to create conflict among individuals and groups. Examines organizations, institutions or governments for root causes of conflict. **Three hours per week.**

530. MEDIATION THEORY AND PRACTICE
3 hours credit
Engages students in the major debates and nuances of practice in the field, specifically focusing on the interpersonal level of intervention. Distinctions are made concerning various mediation styles and various schools of thought on how and when to intervene in a case. Students create models of practice from a wide range of process skills and approaches and apply process and analytical knowledge to cases possessing various levels of complexity. **Prerequisite:** CADR 510. **Three hours per week.**

540. THEORIES OF CONFLICT AND CONFLICT RESOLUTION
3 hours credit
Examines theoretical base relating to conflict sources and conflict intervention. Provides a series of frameworks for analyzing complex conflict dynamics. **Three hours per week.**

550. RESEARCH METHODS
3 hours credit
Explores various research methods for collecting, tracking, managing, and analyzing quantitative and qualitative data. Course includes a research project that employs various forms of data collection and analysis. **Prerequisite:** CADR 500. **Three hours per week.**

600. GROUP PROCESSES AND COMPLEX CONFLICTS
3 hours credit
Explores the complexities of large group interventions including organizational, intergroup and international work. Topics include large group consensus processes, multi-party arbitration, negotiated rulemaking, external dynamics, engaging multiple levels of government and community, working internationally, and dealing with the media. **Prerequisites:** CADR 500, 510. **Three hours per week.**

610. WORKSHOPS, TRAINING AND CONFLICT COACHING
3 hours credit
Examines services provided by conflict resolution practitioners. Topics include constructing training workshops, coordinating programs for local organizations, and addressing professional development issues such as self marketing, developing and presenting conflict intervention products, developing and maintaining a client base, and writing reports and evaluations. **Prerequisite:** CADR 500. **Three hours per week.**

620. SPECIAL TOPICS
3 hours credit
A special topics course with varying content developed in response to faculty and student interests. **Three hours per week.**

630. STUDIES IN CONFLICT ANALYSIS AND DISPUTE RESOLUTION
3 hours credit
Selected areas of study within varied subfields of conflict analysis dispute resolution. Topics will vary in response to faculty and student interests. **Three hours per week.**

640. FIELD PRACTICUM I
3 hours credit
An intensive, semester-long practicum, focused on practical field-based experiential learning. An academic program coordinator assists in developing a practicum site and project. The course requires an average of five-six hours per week

throughout the semester in addition to the time reserved for classroom activity, reading and research for the final project. **Prerequisites:** CADR 500, 520. **Five-six hours per week.**

641. FIELD PRACTICUM II
3 hours credit
An advanced self-guided practicum. Students may continue their practicum experience in CADR 640 or create a new practicum experience with faculty approval. The course requires an average of five to six hours per week throughout the semester in addition to the time reserved for classroom activity, reading and research for the final project. **Prerequisite:** CADR 640. **Five-six hours per week.**

650. RESEARCH THESIS PROJECT
3 hours credit
A seminar that assists with the thesis process which leads to a project of publishable quality. Opportunities for peer review and establishing incremental goals are available in this course. Students wishing to conduct a thesis must make this known in their first year of study and must complete and publicly present their thesis prior to the end of their final semester. **Prerequisites:** CADR 550 and permission of instructor. **Three hours per week.**

651. PROFESSIONAL DEVELOPMENT
3 hours credit
A seminar that helps execute a professional development project. Opportunities for peer review and establishing incremental goals are available in this course. Students wishing to execute a professional development project must make this known in their first year of study and must complete and publicly present their professional development project prior to the end of their final semester. **Prerequisites:** CADR 610 and permission of instructor. **Three hours per week.**

DANCE (DANC)

106. DANCE COMPANY
1 hour credit
Ensemble study focuses on dance as a fine art in the rehearsal and performance of ballet, ethnic, jazz, modern and musical theatre dance works choreographed by resident faculty, professional guest artists and selected student members. May be taken for a total of eight credit hours with three applied to the creative arts minor. **Prerequisite:** Previous training and audition. **Four hours per week.**

150. YOGA
4 hours credit
Study and practice of yoga. Focuses on sequences for strength, flexibility, and balance and techniques for breath awareness, meditation and relaxation. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

162. CREATIVE MODERN DANCE I
4 hours credit
Introduction to beginning modern dance as a creative art form. Focuses on a biomechanical approach to movement and basic principles and techniques derived from the American founders of modern dance. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

167. BALLET I
4 hours credit
Introduction to beginning classical ballet technique. Focuses on placement and body alignment, barre work, and simple adagio and allegro movements. **Prerequisite:** Little to no previous training. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

168. JAZZ DANCE
4 hours credit
Introduction to beginning jazz dance technique. Focuses on placement, isolations and rhythmicality. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

202. DANCE APPRECIATION
4 hours credit
Study of traditions of dance in communities around the world. Provide perspective for understanding and appreciating the function of dance in human societies. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

262. CREATIVE MODERN DANCE II
4 hours credit
Continuation of modern dance principles and techniques. Focuses on complex sequences and extended creative studies. **Prerequisite:** DANC 162 or equivalent. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

267. BALLET II
4 hours credit
Continuation of classical ballet principles and techniques. Focuses on complex adagio and allegro sequences. **Prerequisite:** DANC 167 or equivalent. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

268. MUSICAL THEATRE DANCE
4 hours credit
Survey of musical theatre dance from late 19th century African-based forms through 20th century Broadway show styles. Focuses on the study of ballroom, ballet, jazz and tap dance techniques and selected repertory. **Prerequisite:** DANC 167 or 168 or 267. **Three hours per week with enhancement**.

360. DANCE TEACHING
4 hours credit
Study applies lesson planning to practicum teaching and develops a theoretical framework for the art of teaching dance. **Prerequisites:** DANC 162 or 262, 167 or 267, 168 or 268, and dance minor status.**Three hours per week with enhancement.**

490. SELECTED TOPICS
4 hours credit
Intensive study of selected topics in dance. May be repeated for a maximum of four hours under different subtitles. **Prerequisite:** Permission of instructor. **Three hours per week with enhancement**

491. INDEPENDENT STUDY
1-4 hours credit
Intensive research opportunity for dance minors on a selected subject. May be taken under different subtitles for a total of four hours. **Prerequisite:** Proposal and permission of instructor and department chair prior to registration. **Three hours per week with enhancement.**

ECONOMICS (ECON)

150. PRINCIPLES OF ECONOMICS
3 hours credit
A general introduction to economic ideas and analysis with emphasis on economic institutions and processes in the context of a market economy. Includes basic discussion of microeconomic and macroeconomic topics including economic decision making in the context of scarce resources, price theory, monetary and fiscal policy, etc. This course is intended for nonbusiness majors. This course may not be taken concurrently with or after having completed ECON 211 or 212. **Three hours per week. Three hours per week. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

211. MICRO-ECONOMIC PRINCIPLES
3 hours credit
Introduction to the ideas and tools economists use to understand human behavior constrained by scarce resources. Analytical tools introduced include supply and demand analysis, elasticities, and models of perfect and imperfect competition. These tools will be used to study topics such as consumer and producer decision-making, taxation, environmental quality and health care. **Three hours per week. Three hours per week. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

212. MACROECONOMIC PRINCIPLES
3 hours credit
Explores forces behind business consumer purchases, capital spending and the balance of payments and their relationship to unemployment, inflation and the value of the dollar abroad. Also examines the effect of government spending, taxation and money supply policies on the economy's performance. **Prerequisite:** ECON 211. **Three hours per week. Three hours per week. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

220. INTRODUCTION TO ECONOMETRICS
3 hours credit
Introduction to measurement and empirical testing of economic theories. Principles and methods of statistical inference are reviewed and applied to such ideas as law of demand and the consumption function. Training on widely used statistical software. **Prerequisites:** MATH 155 "C" or better grade, ECON 212 as pre or Corequisite. **Three hours per week**.

300. ECONOMIC HISTORY OF THE UNITED STATES
3 hours credit
Study of major developments in the American economy from the founding of colonies to the present, with emphasis on the economic factors contributing to U.S. industrial growth. **Prerequisites:** C or better in ECON 211, 212. **Three hours per week.**

305. INTERMEDIATE MACRO-THEORY
3 hours credit
Study of the theory of economic aggregates through the use of national income accounts to determine the effect of certain key variables on employment and production. Key variables studied include savings and investment, the quantity of money, the velocity of money, the rate of interest and consumption. **Prerequisites:** C or better in all of the following: ECON 211, ECON 212, MATH 155, MATH 160 (or 201). **Three hours per week.**

306. INTERMEDIATE MICRO-THEORY
3 hours credit
Study of supply and demand relationships under the various market classifications. Major topics include the market forms, the principles of production, costs of production, resource allocation and income distribution with some discussion of welfare economics. **Prerequisites:** C or better in all of the following: ECON 211, ECON 212, MATH 155, MATH 160 (or 201). **Three hours per week.**

331. MONEY AND BANKING
3 hours credit
Study of financial institutions, economic aspects of commercial banking, monetary economics, and banking and fiscal policy. **Prerequisites:** C or better in ECON 211, 212. **Three hours per week.**

336. PUBLIC SECTOR ECONOMICS
3 hours credit
Study of the principles, techniques and effects of obtaining and spending funds by governments and the management of governmental debt. Taxes and expenditures of all levels of government in the United States considered. **Prerequisites:** C or better in all of the following: ECON 211, ECON 212, MATH 155, MATH 160 (or 201). **Three hours per week.**

338. SPECIAL TOPICS IN ECONOMICS
3 hours credit
In-depth study of varying economic issues not covered in other economics courses. Students may repeat this course under a different topic. **Prerequisites:** C or better in ECON 211, 212. **Three hours per week.**

370. INDUSTRIAL ORGANIZATION
3 hours credit
Examines differences in how firms behave and perform under alternative market structures including monopolistic competition, oligopoly, monopoly and pure competition. Analyzes problems created by industrial concentration and public policies for dealing with these problems. **Prerequisites:** C or better in all of the following: ECON 211, ECON 212, MATH 155, MATH 160 (or 201). **Three hours per week.**

381. LABOR ECONOMICS
3 hours credit
Examination of factors which influence the number of job seekers and the number of jobs in the aggregate, and the efficiency with which the economic system utilizes its labor resources. Topics include individual decision-making with regard to education, job search strategy and hours of work as well as government policies affecting labor compensation, welfare and the right to bargain collectively. **Prerequisites:** C or better in all of the following: ECON 211, ECON 212, MATH 155, MATH 160 (or 201). **Three hours per week.**

402. COMPARATIVE ECONOMIC SYSTEMS
3 hours credit
Comparison of contemporary economic systems in various parts of the world. Includes a review of the core economic principles used to analyze economic systems and adopts a country- or region-specific approach to examine the tri-pillars of the world economy: the U.S., Japan and EU; developing and emerging economies in East Asia and Latin America; and the transitional economies of China and Russia. Focus is on the international comparison of economic systems in terms of its influence on economic outcomes such as resource allocation and macroeconomic stability. **Prerequisites:** C or better in ECON 211, 212. **Three hours per week.**

403. MONETARY POLICY AND THE U.S. ECONOMY
3 hours credit
Introduction to how the Federal Reserve (the Fed) formulates and carries out monetary policy to achieve the twin goals of price stability and sustainable economic growth in order to expand and advance students' understanding of monetary policy in the economy. Coverage includes how policy is transmitted to the nation's economy through the banking system and financial markets, the domestic and international economic environment that influences monetary policymaking, and the implications of policy decisions for the domestic and international economies. Relevant macroeconomics and monetary theories to guide policy decisions are examined. **Prerequisites:** C or better in ECON 211, 212. **Prerequisite/ Corequisite:** ECON 305. **Three hours per week.**

410. THE ECONOMICS OF HEALTH CARE
3 hours credit
Examines economic aspects of health care including special characteristics of the health care industry, economic behavior of health care consumers and providers, and the role of health insurance and government regulation. Compares health care finance and insurance in the U.S. and other

advanced countries. **Prerequisites:** C or better in all of the following: ECON 211, ECON 212, MATH 155, MATH 160 (or 201). **Three hours per week.**

411. ECONOMIC DEVELOPMENT
3 hours credit
Study of the theory of economic development and its application to the underdeveloped regions and countries of the world. Emphasis on the technological, locational and financial aspects of economic growth. **Prerequisites:** C or better in all of the following: ECON 211, ECON 212, MATH 155, MATH 160 (or 201). **Three hours per week.**

415. ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS
3 hours credit
Economics-based analysis of causes and consequences of environmental problems and environmental policy and a study of the critical issues in natural resource allocation. Topics include common pool resources, externalities, property rights, exhaustible and renewable resources, privatization and the economics of environmental policy formation. Students may not receive credit for both ECON 415 and 420. **Prerequisite:** C or better in ECON 211. **Three hours per week.**

430. ECONOMETRICS
3 hours credit
Principles of econometric model building, empirical testing and statistical inference. Introduction to the theory and application of time series and limited dependents variable models. **Prerequisites:** C or better in all of the following: ECON 211, ECON 212, MATH 155, MATH 160 (or 201), INFO 281. **Three hours per week.**

441. INTERNATIONAL ECONOMICS
3 hours credit
Study of the basic economic concepts and theories for international business, international trade and finance, commercial policy, and foreign investment and multinational firms. **Prerequisites:** C or better in all of the following: ECON 211, ECON 212, MATH 155. **Three hours per week.**

460. APPLIED ECONOMICS WORKSHOP
3 hours credit
Practical experience with methods used by professional economists to measure economic conditions. Students collect, process, evaluate, interpret and report economic data. Satisfies ABLE requirement for business majors in economics track only. **Prerequisites:** C or better in all of the following: ECON 211, ECON 212, MATH 155, MATH 160 (or 201), INFO 281.**Three hours per week.**

492. SENIOR SEMINAR IN CONTEMPORARY ECONOMIC PROBLEMS
3 hours credit
Economics majors research problems of their own choosing and present a seminar paper. Focus on problems facing the American and world economies. **Prerequisite:** Economics major with senior status. **Three hours per week.**

494. DIRECTED STUDY IN ECONOMICS
1-3 hours credit
Supervised study in an area of interest to the advanced student. May be taken twice under different course topics. **Prerequisites:** Junior/senior status and permission of the instructor.

520. GRADUATE SURVEY OF ECONOMICS
3 hours credit
Introduction to the macro- and micro-economic principles. Examines the constraints and choices imposed on the firm by resource limitations, technology, the domestic and international competitive environments, the growth and stability of aggregate income and a wide range of public policies. The rationale for policies to modify or augment private production and spending decisions will be considered. M.B.A. leveling course. **Prerequisites:** Provisional status in M.B.A. program and MATH 160 and 155 and INFO 111 (or equivalents). **Three hours per week.**

606. ECONOMICS OF MANAGERIAL DECISION MAKING
2 hours credit
Study of how firms make decisions within their organizations and how these decisions are influenced by different incentive structures. Applies economic principles and methodologies to business decision problems relating to costs, prices, revenues, profits and competitive strategies, and provides an analytical base for the study of the corporate strategy process. Basic economic theory and the application of this analysis to management decision making are covered first. The general model used for this application is organizational architecture consisting of three aspects of corporate organization. Theory is then applied to topics such as performance evaluation, leadership, understanding the business environment and ethics. **Prerequisites:** Admission to the M.B.A. program; ECON 150 or 211 (or equivalent) with a grade of C or better. **Four hours per week for half a semester.**

610. MONEY AND BANKING AND THE MACROECONOMY
2 hours credit
Examines a policy-oriented approach to analyzing the financial and monetary systems of the U.S. economy with focus on the Fed's monetary policy decisions. Includes examining the financial system and the role of money, the present value formula, interest rate risks, term structure of interest rates, real interest rates, and the commercial banking system and its regulation. Introduces money demand, international economic interdependence and the role of exchange rates in trade and financial international economic interdependence and trade and financial flows. Culminates in the study of the Fed's monetary control process, monetary policy instruments, functioning of the federal funds market and rules for monetary policy. **Prerequisites:** Admission to the M.B.A. program; ECON 150 or 211 (or equivalent) with a grade of C or better. **Four hours per week for half a semester.**

630. ECONOMIC ENVIRONMENT OF THE ORGANIZATION
3 hours credit
A study of the structure of the financial system and its evolution, money and banking financial institutions, financial capital, the role of the Federal Reserve, and the macroeconomic forces that shape the economy. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

631. MANAGERIAL ECONOMICS
3 hours credit
Builds upon basic economic principles by addressing specific concerns of managers, such as pricing, forecasting and production decisions. Presents theoretical and empirical analysis of factors affecting behavior of business costs and revenues. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

EDUCATION (ECED, EDLD, EDUC, ELED, EMAT, REED, SCED)

NOTE: Education courses may be repeated only once.

ECED

215. FOUNDATIONS OF EARLY CHILDHOOD EDUCATION
3 hours credit
Introduction to educational programs serving children ages birth to 8 years. Considers early childhood history, programs, models and belief systems. Attention given to professional ethics and current trends and issues. Field experience required. **Three hours per week.**

320. DEVELOPING THE YOUNG CHILD
3 hours credit
Provides a foundation for examining, integrating and evaluating practical and theoretical issues related to constructing developmentally appropriate programs for infants and toddlers. Emphasis on infant/toddler development, quality of adult-child interactions and the physical environment. Looks at family-school-community partnerships that relate to the child's ability to develop and learn with a focus on the central role of family involvement in early childhood programs. Field experience required. **Prerequisites:** Admission to Professional Teacher Education Program, ECED 215. **Three hours per week.**

324. PRIMARY CURRICULUM I
3 hours credit
Explores the teaching and learning of mathematics, science and health for first through third grades. Emphases include an integrated approach, family connections and child development principles. Focus is on the creation of effective learning environments for diverse learners through the examination of content, methods, materials and assessment. Field experience required. **Prerequisites:** Admission to Professional Teacher Education Program, ECED 215. **Three hours per week.**

325. PRIMARY CURRICULUM II
3 hours credit
Explores the teaching and learning of social studies, creative arts and movement for grades first through third through an integrated approach with an emphasis on family and child development principles. Focus is on the creation of effective learning environments for diverse learners through the examination of content, methods, materials and assessment. Field experience required. **Prerequisites:** Admission to Professional Teacher Education Program, ECED 215. **Three hours per week**.

327. INCLUSIVE EDUCATION FOR YOUNG CHILDREN
3 hours credit
Develops intervention tools and strategies that optimize the learning potential and well-being of young children in inclusive early childhood settings. Emphasis on collaborative efforts of educators, family and community agencies. Field experience required. **Prerequisites:** Admission to Professional Teacher Education Program, ECED 215. **Three hours per week.**

421. LANGUAGE, LITERACY AND PLAY
3 hours credit
Focuses on the development of the young child's receptive and expressive language and emergent literacy through play and a rich array of content-related activities. The teacher's role in supporting and facilitating language and literacy development and community building is examined. Issues of language and literacy diversity are also explored. May not receive credit for both ECED 323 and ECED 421. **Prerequisites:** Admission to Professional Teacher Education Program, ECED 215. **Three hours per week.**

422. DISCOVERY THROUGH INTERDISCIPLINARY STUDIES
3 hours credit
Developmentally appropriate practices and current research in early childhood curricula areas (including math, social studies and science) are emphasized through inquiry learning and the arts to engage all children, ages 4-6. Techniques in classroom management include the "responsive classroom." Field experience required. **Prerequisites:** Admission to Professional Teacher Education Program, ECED 215. **Three hours per week.**

445. EARLY CHILDHOOD EDUCATION INTERNSHIP I
6 hours credit
Engages pre-service teachers in the practice of teaching. Activities include planning, teaching, assessing and differentiating instruction by collaborating with other school professionals. Two, eight-week, full-time, supervised clinical experiences in a school. Direct supervision, under the direction of a mentor teacher and University supervisor. Practice in pre-primary (pre-K or K) and/or primary (grades 1-3) grade levels. May not receive credit for both ELED 445 and ECED 445. **Prerequisite:** Admission to Internship. **Corequisites:** ECED 446, ELED 411. *(P/F)*

446. EARLY CHILDHOOD EDUCATION INTERNSHIP II
6 hours credit
Engages pre-service teachers in the practice of teaching. Activities include planning, teaching, assessing and differentiating instruction by collaborating with other school professionals. Two, eight-week, full-time, supervised clinical experiences in a school. Direct supervision, under the direction of a mentor teacher and University supervisor. Practice in pre-primary (pre-K or K) and/or primary (grades 1-3) grade levels. May not receive credit for both ELED 446 and ECED 446. **Prerequisite:** Admission to Internship. **Corequisites:** ECED 445, ELED 411. *(P/F)*

EDLD

510. EDUCATIONAL LEADERSHIP AND TECHNOLOGY
3 hours credit
Enables school administrators to utilize technology to increase student achievement as well as to understand the effective use of educational technology in the classroom. Students investigate the issues that surround the use of technology in an educational setting, as well as develop the skills and understandings needed to meet the national Technology Standards for Administrators. **Prerequisites:** Basic computer skills (file management, word processing, e-mail, Internet searches). **Three hours per week.**

512. EDUCATIONAL RESEARCH AND EDUCATIONAL LEADERSHIP
3 hours credit
Examination of the use of evaluation research as a basis for decisions about educational programs, products and goals with the aim of providing the educational leader with valid and reliable evidence upon which to base the program decisions. **Three hours per week.**

514. ALIGNING CURRICULUM, INSTRUCTION AND ASSESSMENT
3 hours credit
Equips candidates with skills to become educational leaders who have the knowledge and ability to promote the success of all students by providing an effective instructional program, monitoring the alignment of curriculum, instruction and assessment, and applying best practices to student learning. **Three hours per week.**

516. P-12 SCHOOL ADMINISTRATION
3 hours credit
Analysis of the responsibilities of the school administrator, including procedures for staff organization, professional development, curriculum development, scheduling, pupil personnel services and other facets of school administration. **Prerequisites:** EDLD 510, 512. **Three hours per week.**

517. SUPERVISION TO IMPROVE INSTRUCTION
3 hours credit
Designed to equip school administrators with the competencies and skills to improve instructional practices through the purposeful observation and evaluation of teachers and other school personnel resulting in the design of comprehensive professional growth plans and effective professional development strategies. **Prerequisite:** EDLD 510, 512. **Three hours per week.**

550. LEADERSHIP AND CHANGE
3 hours credit
Focuses on the need for educational leaders to develop the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation and stewardship of a school vision. Emphasis is placed upon the use of collaboration to develop a culture of learning focusing upon the change process and continuous improvement. **Prerequisite:** EDLD 516. **Three hours per week.**

552. DIVERSITY AND GROUP DYNAMICS IN SCHOOL ADMINISTRATION
3 hours credit
Content consists of the study of diversity and group development within educational settings. An emphasis is placed on diverse communities, collaboration, decision making and communication theory, and the development of programs that address student diversity, community relations and the media. **Prerequisites:** EDLD 516, 517. **Three hours per week.**

555. PUBLIC SCHOOL FISCAL AND HUMAN RESOURCE MANAGEMENT
3 hours credit
Focuses on the need for educational leaders to use their knowledge of organizational theory to create a learning environment that promotes the success of all students. Emphasis is placed on the allocation of resources such as personnel, facilities and technology to create an effective learning environment. Students investigate management issues dealing with the alignment of fiscal and human resource functions to the success of all students. **Prerequisites:** EDLD 516, 517, 552. **Three hours per week.**

656. EDUCATIONAL LEADERSHIP / ISSUES ANALYSIS
3 hours credit
Provides significant opportunities for candidates to synthesize and apply the knowledge and practice of effective school leaders in educational settings. Each candidate selects an issue to analyze and develops appropriate strategies throughout the internship to improve student learning. Must be taken two successive semesters to successfully complete internship requirements. Repeatable for a maximum of six credits. **Prerequisites:** Completion of all courses in the M.Ed. in School Administration and Supervision Program sequence or by permission of the instructor. **Nine hours internship per week.**

EDUC

210. SCHOOL IN A DIVERSE SOCIETY
3 hours credit
Sociological, historical and philosophical approach to the role of the school in an increasingly diverse society. Emphasis on development of knowledge, values and skills needed to live, learn, interact and work in a global society. Field experience required. Credit may not be received for both EDUC 210 and 305. **Three hours per week.**

409. LITERATURE FOR ADOLESCENTS
3 hours credit
Study of literature for and about contemporary adolescents. Emphasis on methods of teaching that build adolescent appreciation for the more established literary selections in secondary school curriculum. **Prerequisite:** Admission to the Professional Teacher Education Program. **Three hours per week.**

440. INTRODUCTION TO EARLY CHILDHOOD EDUCATION
3 hours credit
Introduction to curriculum and methods in early childhood education, including theories, practices, techniques and materials. Attention to art, music, nutrition, safety, health education, motor activities and positive teacher-parent relations. Field experience required. **Prerequisites:** EDUC 300 and declared elementary education major. **Three hours per week.**

463. SEMINAR IN HEALTH EDUCATION
3 hours credit
Designed to facilitate the transition of candidates from the role of student to professional. Provides a forum for discussion of issues pertinent to current practices, trends and issues in health education during the student teaching experience. **Prerequisites:** Admission to Professional Teacher Education Program, student teaching criteria. **Corequisite:** EDUC 462. **Three hours per week.** *(P/F)*

470. PRACTICUM IN MIDDLE SCHOOL SCIENCE EDUCATION
3 hours credit
Provides theoretical background and practical experience with current trends and issues in middle school science education. Consists of a distributed practicum in which candidates take part in a series of encounters in middle school classrooms, schools and/or afterschool programs requiring at least three hours per week in field placements. Not all of those encounters are necessarily in the same placement, but all are under the mentorship of a middle school science teacher. In conjunction with the practical encounters, candidates read appropriate background literature relating to middle school science instruction and complete assignments that combine ideas from reflections from their practical experiences, readings and additional resources located by the candidate. Additional 1.5 hours per week meeting with the instructor may be scheduled as needed. **Prerequisites:** EDUC 210, 304; ELED 312; 15 credits of science from at least three science department prefixes and junior standing; admission to Professional Teacher Education Program (PTEP) or permission of instructor. Candidates not accepted into the PTEP have to demonstrate readiness to work directly with middle school candidates in terms of knowledge, skills and dispositions, and may have to meet other requirements imposed by the school system for individuals working with children in the school. **Four hours per week.**

475. METHODS AND MATERIALS IN ENVIRONMENTAL EDUCATION
3 hours credit
Increases students' awareness of their immediate environment with the aim of developing a broad philosophy of environmental education. Existing teaching methods and materials analyzed and new methods developed for use in interdisciplinary, problem-focused situations. **Prerequisite:** Senior standing. **Three hours per week.**

491. INDEPENDENT STUDY
1-3 hours credit
Permits self-study of problems not considered in other

courses. May be taken twice under different subtitles. **Prerequisite:** Approval of course instructor and department chair.

500. HISTORICAL, PHILOSOPHICAL AND SOCIAL FOUNDATIONS
3 hours credit
Selected topics in intellectual and educational history from the time of ancient Greece to the present. The relation of education to historic traditions and social trends. **Three hours per week.**

502. INTRODUCTION TO RESEARCH
3 hours credit
Introduction to quantitative and qualitative methods of scientific inquiry. Gain experience in the use, interpretation and application of research to solve organizational and instructional problems. Must be taken within the first 12 hours of M.Ed. program. **Three hours per week.**

503. CLASSROOM MANAGEMENT
3 hours credit
Aids teachers in developing practical skills needed to manage their classes more effectively. Recent research related to effective management techniques and its application in classrooms will be considered. Appropriate management strategies will be selected, implemented and evaluated in the classroom. **Prerequisite:** Admission to graduate study. **Three hours per week.**

504. DIVERSITY IN A DEMOCRACY
3 hours credit
Examination of contemporary cultural diversity within the United States educational environments. Special attention given to cultural problems and issues that influence opportunities and performance in educational institutions. Human relations skills considered for improving success within culturally diverse populations. Must be taken within the first 12 hours of M.Ed. program. **Prerequisite:** Admission to graduate study. **Three hours per week.**

506. SEMINAR IN TEACHING OF MATHEMATICS
3 hours credit
Analysis of recent theory and results of research for the teaching of mathematics. Students investigate developments at either the elementary or secondary school level. **Three hours per week.**

507. TESOL INTERNSHIP I
3 hours credit
One full-time, seven week clinical experience provides opportunity to actualize the latest educational research and theory into practice, including, but not exclusive to: observation, mini-teaching, macro-teaching, whole group lessons and action research. Conducted under the direct supervision of a clinical supervisor. **Prerequisites:** Completion of all course work in the M.A./TESOL certification sequence prior to the internship, with an overall program GPA of 3.0; passing scores on Praxis I. **Corequisites:** EDUC 509 and 511. **Three hours per week.**

508. SEMINAR: RESEARCH IN HUMAN DEVELOPMENT
3 hours credit
Survey of research techniques and findings in the field of human growth and development. Research related to developmental characteristics of students considered. **Prerequisite:** EDUC 300 or permission of instructor. **Three hours per week.**

509. TESOL INTERNSHIP II
3 hours credit
One full-time, seven week clinical experience provides opportunity to actualize the latest educational research and theory into practice, including, but not exclusive to: observation, mini-teaching, macro-teaching, whole group lessons and action research. Conducted under the direct supervision of a clinical supervisor. **Prerequisites:** Completion of all course work in the M.A./TESOL certification sequence prior to the internship, with an overall program GPA of 3.0; passing scores on Praxis I. **Corequisites:** EDUC 507 and 511. **Three hours per week.**

510. SEMINAR: RECENT ISSUES IN EDUCATION
3 hours credit
Analysis of selected issues in education. Students required to survey and critically evaluate pertinent research on at least one issue. **Three hours per week.**

511. TESOL INTERNSHIP SEMINAR
3 hours credit
Forum for discussing problems encountered during the internship. Colloquium for developing strategies to resolve problems. **Prerequisites:** Completion of all course work in the M.A./TESOL sequence prior to the internship and passing scores on the Praxis I. **Corequisites:** EDUC 507, 509. **Three hours per week.**

512. SEMINAR IN THE TEACHING OF SOCIAL STUDIES
3 hours credit
Analysis of theory and research in the social sciences as applied to developing and teaching social studies at either the elementary or secondary school level. **Three hours per week.**

513. SEMINAR IN THE TEACHING OF SCIENCE
3 hours credit
Analysis of recent advances in the teaching of science and the development of skills in applying these to classroom teaching at the elementary or secondary school level. **Three hours per week.**

515. EASTERN SHORE WRITING PROJECT SUMMER INSTITUTE
6 hours credit
Explores current theories about the composing process and their implications for teaching writing and using writing to teach other content areas. Focuses on adapting and evaluating classroom activities for different grade levels and educational settings. Cross-listed with ENGL 515. **Prerequisite:** Permission of the instructor.

533. FOUNDATIONS OF EARLY CHILDHOOD EDUCATION
3 hours credit
Explores the historical and philosophical foundations of early childhood education. Includes an introduction to curriculum and methods with an emphasis on theories, practices, strategies and materials. **Three hours per week.**

545. LEARNING, INSTRUCTION AND ASSESSMENT IN THE SCHOOLS
3 hours credit
Identification of classroom problems and issues related to and involving instruction, learning and student assessment; the development and application of strategies to aid in resolving issues and solving problems; and the coordination of student characteristics and environmental factors to improve the quality of learning experiences in the schools; and the exploration of the relationship between assessment and instruction. Must be taken within the first 12 hours of M.Ed. program. **Prerequisite:** Admission to graduate study. **Three hours per week.**

547. ESOL METHODS
3 hours credit
The study of philosophy, aims and methods of teaching English as a second language in grades 1-12 with emphasis upon theories, techniques and materials in current use. Graduate scholarship expected. **Prerequisite:** ENGL 536 or permission of instructor, admission to the Professional Education Program. **Three hours per week.**

558. PRACTICUM FOR TEACHING PROFESSIONALS
3 hours credit
A five-week course under the direction of an experienced teacher/mentor and a University supervisor that provides classroom experience in an additional area of teaching certification for those who already hold certification in one area. Interns will observe teaching, participate in work with children, participate in planning sessions, teach and participate in all activities for which regularly employed teachers are responsible. **Prerequisites:** Teaching certification, all requirements for the additional certification area sought, at least six graduate credits at SU, graduate GPA 3.0 or higher, permission of M.Ed program coordinator. **Three hours per week.**

560. COLLEGE TEACHING
3 hours credit
Research-based investigation of theories and practices involved in teaching in institutions of higher education. Intended for graduate students aspiring to college teaching or academic leadership positions. Examines the roles and responsibilities of college instructors with emphasis on practical applications in college and university settings. **Three hours per week.**

561. SEMINAR: ISSUES AND TRENDS IN POSTSECONDARY EDUCATION
3 hours credit
Opportunities for research-based examination of selected current issues in postsecondary education and for students to share the efforts of their investigations on topics of interests. **Three hours per week.**

562. COLLEGE STUDENT DEVELOPMENT THEORY
3 hours credit
Explores college student development, utilizing the approach of practice to theory to practice. Students conceptualize how college students grow and develop during the critical college years. Students are challenged to hypothesize and theorize en route to creating developmentally based practical applications. The process results in the practitioner's ability to consider developmental implications for all student interactions. **Prerequisite:** EDUC 502. **Three hours per week.**

563. TEACHING ADULTS
3 hours credit
For students in the post-secondary education track of the M.Ed. program and those in other fields seeking information and contemporary methods of effective adult instruction. Assumes no prior knowledge or experience about instructional methods, theories or practices. **Three hours per week.**

567. COLLABORATIVE TEACHING AND MENTORING
3 hours credit
Seeks to equip teachers with strategies for co-teaching and mentoring interns, novice teachers and paraprofessionals. While the primary focus will be on the intern-mentor relationship in professional development school (PDS) settings, the strategies of collaboration, differentiation of instruction and mentoring are relevant for all teachers. **Three hours per week.**

570. CURRENT ISSUES IN EDUCATIONAL TECHNOLOGY
3 hours credit
Examines selected current issues in educational technology. Focuses on the impact of technology on schools and global society, safety issues, the digital divide and the impact of distance learning. Introduces a framework for teacher knowledge of technology integration. Research topics and prepare multimedia presentations. Must be taken within the first 12 hours of M.Ed. program. **Prerequisites:** Admission to graduate study and basic computer skills (file management, word processing, Web-based communication and researching skills). **Three hours per week.**

571. WEB-BASED TEACHING AND LEARNING
3 hours credit
Examines the use of emerging Web-based technologies that enhance learning environments. Develops pedagogy to use Web-based tools that promote collaborative projects, global correspondence with teachers and students, gathering and analyzing data, and conducting research in K-16 learning environments. Explores lesson design for integrating Web-based technology into classrooms. **Prerequisites:** Admission to graduate study, EDUC 570 and basic computer skills (file management, word processing, Web-based communication and researching skills). **Three hours per week.**

578. SEMINAR IN TEACHING SECONDARY ENGLISH
3 hours credit
Engages students in in-depth examination of current issues in literacy instruction for secondary students. General nature of issues remains constant but particular focus varies semester to semester, to reflect current thought. **Three hours per week.**

579. TRENDS IN ELEMENTARY LITERACY EDUCATION
3 hours credit
Grounds methods of teaching language and literacy in current knowledge and theory of language and literacy acquisition. Students take an active role in building personal theory to guide their practice in elementary literacy instruction. **Three hours per week.**

580. TRENDS IN MATHEMATICS AND SCIENCE EDUCATION IN THE ELEMENTARY SCHOOL
3 hours credit
Critical review and analysis of current issues, research and practices in the teaching and learning of science and mathematics in the elementary school. Emphasis on exploring the expanding knowledge base in each discipline. **Three hours per week.**

581. TRENDS IN SOCIAL STUDIES EDUCATION IN THE ELEMENTARY SCHOOL
3 hours credit
Examines the current perspectives, trends, issues and controversies in the field of social studies education, both in relation to content and pedagogy. Considers social studies in terms of its relationship to the social science disciplines. **Three hours per week.**

582. TEACHING READING IN THE CONTENT AREAS: PART I
3 hours credit
Provides knowledge of the reading process, instructional strategies and materials used, drawn from research-based recommendations for using text in secondary content areas. Intended for M.Ed. candidates and other in-service teachers. **Three hours per week.**

583. TEACHING READING IN THE CONTENT AREAS: PART II
3 hours credit
Provides in-depth study of literacy needs of diverse populations. Includes instructional and assessment methods in reading and writing. Intended for all secondary and K-12 teachers. **Three hours per week.**

585. TECHNOLOGY TOOLS FOR TEACHING AND LEARNING
3 hours credit
Examines the use of graphics, productivity tools and interactive technologies to enhance learning. Develops ability to plan, organize and design products that effectively communicate information and challenges the use of specific tools to solve problems. Uses technology applications to design and develop interactive learning environments to support authentic, constructivist, problem-based learning for all learners. Critically evaluates tools appropriate for learners.

Prerequisites: Admission to graduate study, EDUC 570 and basic computer skills (file management, word processing, Web development, Web-based communication and researching skills). **Three hours per week.**

588. SEMINAR: EDUCATING INDIVIDUALS WITH DISABILITIES
3 hours credit
Special education services and issues from the perspective of elementary and secondary teachers. Focus on the inclusion model for various categories of disability. **Prerequisite:** EDUC 502.

590. SEMINAR IN EDUCATION
3 hours credit
Topics vary semester to semester. May be taken twice under different course subtitles. **Prerequisite:** Permission of instructor.

592. SPECIAL TOPICS IN TECHNOLOGY
3 hours credit
Focuses on specific content areas and investigates strategies for integrating technology into performance-based teaching and learning to enhance student achievement. Students design performance-based teaching and assessment tasks that integrate technology into curriculum. Topics and issues will change to focus on different subject areas. May be repeated once under different topic. **Prerequisites:** EDUC 571, 589. **Three hours per week.**

619. THE LAW AND PUBLIC EDUCATION
3 hours credit
Study of school law which affects the teacher and the public school. Nature and scope of school law considered as generally applied to the purpose and functions of the school system. **Prerequisite:** EDUC 502 and any two 500-level EDUC courses. **Three hours per week.**

620. LEGAL ISSUES IN HIGHER EDUCATION
3 hours credit
Introduction to important legal concepts and case law that influence decision making in post-secondary educational contexts. Topics include a general overview of legal concepts and case law (mainly federal case law) from around the country on the following issues: college governance, faculty freedom and tenure, student rights and responsibilities, liability, disability access, and athletics. **Prerequisite:** Admission to graduate study. **Three hours per week.**

630. DIRECTED RESEARCH
3-6 hours credit
Preparation of optional research project in master's degree program under direction of departmental supervision.

632. CLASSROOM ASSESSMENT
3 hours credit
Examination of the role of evaluation in assessing classroom learning. Evidence of student learning gathered from traditional and alternative assessment practices. Benefits and limitations of these assessment practices identified. **Prerequisites:** EDUC 502 and any two EDUC 500-level courses. **Three hours per week.**

634. EARLY CHILDHOOD CURRICULUM AND ASSESSMENT
3 hours credit
Analysis of early childhood program models, curricula and assessment methods. Examines philosophical and theoretical orientations, related research and societal needs. **Prerequisite:** EDUC 502 and any two EDUC 500-level courses. **Three hours per week.**

636. CREATIVITY IN EARLY CHILDHOOD EDUCATION
3 hours credit
In-depth study of the creative process and the techniques that will promote creativity. **Prerequisite:** EDUC 502 and any two EDUC 500-level courses. **Three hours per week.**

638. LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD
3 hours credit
Advanced study of the development of language, literacy and communication skills in children, birth through age eight. Examines current issues and research with emphasis on classroom application. **Prerequisite:** EDUC 502 and any two EDUC 500-level courses. **Three hours per week.**

665. INTERNSHIP IN POSTSECONDARY EDUCATION
3 hours credit
Supervised, on-site field experiences and a series of seminars with other interns. Experimental learning enhanced by guided readings, interaction with professional practitioners, participation in activities of the host agency, completion of a major project and seminar discussions. **Prerequisite:** Permission of M.Ed. coordinator.

689. MULTIMEDIA IN THE CONSTRUCTIVIST CLASSROOM
3 hours credit
Examines advanced multimedia authoring tools for designing K-16 classroom instruction. Develops multimedia skills such as audio, video, graphics, interactive PowerPoint and Web 2.0 multimedia tools. Examines principles of constructivism, lesson design for project-based learning and assessment strategies. **Prerequisite:** Intermediate computer skills (file management, word processing, Internet searching, PowerPoint), EDUC 570, any two EDUC 500-level courses. **Three hours per week.**

691. DIRECTED INDEPENDENT STUDY
1-3 hours credit
Permits self-study of problems not considered in other courses. May be taken twice under different course subtitles. **Prerequisites:** Approval of course instructor and M.Ed. coordinator. EDUC 502 and six additional graduate credits.

694. LEADERSHIP AND TECHNOLOGY FOR SCHOOL IMPROVEMENT
3 hours credit
Examines the role of professional development in the process of school improvement. Focuses on research and best practices for most effective uses of technology, literature on the change process, professional development standards and use of technology to address goals for school improvement. Examines strategies for providing effective professional development and creates professional development plans for the school setting. **Prerequisite:** EDUC 570, any two additional graduate-level technology courses. **Three hours per week.**

695. RESEARCH SEMINAR
3 hours credit
Capstone experience for students in the M.Ed. program. Students utilize research skills in completing a project based on a topic related to their concentration. Project must be presented to a professional audience. Students also reflect on how the M.Ed. program has made a difference in their professional lives. **Prerequisites:** EDUC 502, 24 hours of M.Ed. graduate credit.

ELED

304. LEARNING AND ASSESSMENT
3 hours credit
Examines concepts, principles, theories and research related to teaching and learning for diverse populations across grade levels. Explores traditional and nontraditional strategies for assessing student learning. Field experience is included. May not receive credit for both EDUC 300 or SCED 300 and EDUC 304 or ELED 304. **Three hours per week.**

309. CLASSROOM VISITATIONS
0 hours credit
Students in either the elementary and early childhood Professional Teacher Education Program (PTEP) must take ELED 309 along with any 300-level methods classes, unless the student is enrolled in ELED 409. Students who are taking 400-level PTEP classes but are not taking ELED 409 also sign up for ELED 309 concurrently with those classes. ELED 309 involves students in school field placement in which they make classroom observations and/or take part in other professional activities (e.g., team planning) that are appropriate to the methods classes being taken concurrently. Plan to spend at least one hour per week in classroom observations and/or professional activities at field placement for each methods class being taken. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** Any of the following elementary professional education courses: ELED 310, 311, 312, 313, 316, 317, 408*, 415*, 416*, 427* (*unless enrolled in ELED 409).

310. LANGUAGE ARTS INSTRUCTION
3 hours credit
Introduces the processes of communication and strategies for promoting growth in these areas in the elementary and middle school. Emphasis on language acquisition, oral and written language development, viewing, diverse language learners, and the relationship of language proficiency to literacy development. Field experiences and reflective evaluation included. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** ELED 309. **Three hours per week.**

311. MATHEMATICS INSTRUCTION
3 hours credit
Selection and creation of meaningful mathematics learning experiences for elementary and middle school students. Attention given to use of technology, manipulatives, literature, and assessment that support mathematical thinking and learning in diverse classrooms. Field experiences and reflective evaluation included. **Prerequisites:** Admission to Professional Teacher Education Program, MATH 130, 150, 230. **Corequisite:** ELED 309. **Three hours per week.**

312. SCIENCE INSTRUCTION
3 hours credit
Introduces the processes of science that facilitate student learning in elementary and middle schools. Emphasis on planning, teaching and assessment with a focus on inquiry and understanding of everyday phenomena. Attention given to environmental education. Field experiences and reflective evaluation included. **Prerequisites:** Admission to the Professional Teacher Education Program, BIOL 101, CHEM/PHYS 101, GEOG 104. **Corequisite:** ELED 309. **Three hours per week.**

313. SOCIAL STUDIES INSTRUCTION
3 hours credit
Selection, organization, presentation and assessment of meaningful social studies learning experiences for elementary and middle school students. Attention given to technology, literature, and local resources that support learning in diverse classroom settings. Field experiences and reflective evaluations included. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** ELED 309. **Three hours per week.**

316. READING INSTRUCTION
3 hours credit
Introduction to balanced literacy instruction. Includes developmentally appropriate word recognition and comprehension strategies, activities, materials and programs coupled with organization and grouping procedures to maximize literacy learning for diverse populations. Field experiences and reflective evaluations included. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** ELED 309. **Three hours per week.**

317. CREATIVE ARTS INSTRUCTION
3 hours credit
Provides a basic arts knowledge base along with reasons and techniques for incorporating the arts throughout the elementary and middle-school curriculum. Emphasizes infusing the arts in teaching, an alternative approach to the traditional view of the arts solely as enjoyable "add-ons." **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** ELED 309. **Three hours per week.**

318. COMPUTERS IN EDUCATION
3 hours credit
Overview of the role of computers in education. Examination of computer applications as they relate to specific teaching/learning operations and educational functions in the pre-K-12 classroom. May not receive credit for both ELED 318 and EDUC 318. **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours per week.**

390. STUDIES IN ELEMENTARY EDUCATION
1-4 hours credit
Focused study of a particular topic, trend and/or issue relevant to elementary education. May be taken twice under different course titles. **Prerequisite:** Permission of the instructor. **Three hours per week.**

401, 402. ELEMENTARY EDUCATION INTERNSHIP I, II
6 hours credit each
Engages pre-service teachers in the practice of teaching. Activities include planning, teaching, assessing and differentiating instruction by collaborating with other school professionals. Two, eight-week, full-time, supervised clinical experiences in a school. Direct supervision, under the direction of a mentor teacher and University supervisor. Practice in lower (grades 1-3) and/or upper elementary (grades 4-6). **Prerequisite:** Admission to Internship. **Corequisites:** ELED 402, 411. *(P/F)*

408. CHILDREN'S LITERATURE
3 hours credit
Study of classic and contemporary literature for children. Emphasis on selecting and incorporating a wide variety of literature into the elementary and middle school curriculum. Technological and media resources are included. **Prerequisites:** Admission to Professional Teacher Education Program; ELED 310, 316, 317, ELED 318. **Corequisite:** ELED 309. **Three hours per week.**

409. CLASSROOM VISITATION
0 hours credit
Students in either the elementary and early childhood Professional Teacher Education Program (PTEP) must take ELED 409 in a semester immediately prior to or following the semester in which ELED 401 and 402 are taken. ELED 409 is considered part of the student's professional internship. Spend at least one full day per week in classroom observations and/or professional activities at the field placement, as well as additional days during University breaks. Keep the same in-school hours as professionals in placement (i.e., with respect to contracted arrival and departure times, and out-of-school meetings such as parent conferences). Accrue and log at least 20 days of internship during ELED 409. This time should be in full-day increments as much as possible, and no less than half-day increments may be counted. Time spent in the field placement for ELED 409 may not be counted concurrently with ELED 309. If ELED 309 and ELED 409 are taken in the same semester, the two field placement time commitments must be scheduled and logged separately. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** Any of the following elementary professional education courses: ELED 408, 415, 416, 427, when taken as part of the 20-day internship block. **Six hours per week.**

411. INTERNSHIP SEMINAR
3 hours credit
Seminar approach to current practices and trends in teaching. Involves interaction analysis, evaluation techniques and strategies, instructional planning, self-assessment and reflection, and preparation of professional portfolio. **Prerequisite:** Admission to Internship. **Corequisites:** ECED 445, 446, ELED 401, 402. **Three hours per week.**

415. INSTRUCTIONAL TECHNIQUES FOR INCLUSION
3 hours credit
Develops skills for creating and implementing curricular, instructional and environmental modifications/accommodations to meet the social, affective, behavioral and cognitive needs of exceptional students. In depth study of collaborative processes involving family, community, school staff and special education teachers in developing and implementing IEPs as well as developing the support system necessary for inclusion. **Prerequisite:** Admission to Professional Teacher Education Program, senior standing and one semester successful completion of professional program courses. **Corequisite**: ELED 309. **Three hours per week.**

416. CLASSROOM MANAGEMENT
3 hours credit
Explores the ability to create and maintain productive learning environments. Emphasis on development of learner responsibility, promotion of positive social relationships, interdependence of effective instruction and management, and prevention/intervention strategies. Consideration given to accommodating diversity and communicating with families. Field experience included. **Prerequisite:** Admission to Professional Teacher Education Program, senior standing and one semester successful completion of professional program courses. **Corequisite:** ELED 309. **Three hours per week.**

419. TEACHING MUSIC AND READING IN THE ELEMENTARY SCHOOL
3 hours credit
Techniques for teaching music and reading content in preschool through grade 6. Emphasis on vocal, instrumental and general music. Comprehensive overview of creative activities utilizing music/reading materials and their application to the elementary school curriculum. Offered for undergraduate credit. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** ELED 309. **Three hours per week.**

427. CLASSROOM ASSESSMENT AND INTERVENTION IN READING
3 hours credit
Deals with a variety of formal and informal assessment techniques, processes and instruments from classroom, state, and national sources used to make appropriate instructional decisions in literacy for diverse populations. Includes early intervention strategies and reporting to parents. **Prerequisites:** Admission to Professional Teacher Education Program; ELED 310, 316, EDUC/ELED 318. **Corequisite:** ELED 309. **Three hours per week.**

430. DIRECTED TEACHING IN MUSIC IN THE ELEMENTARY SCHOOL
6 hours credit
Student teaching experience in all aspects of the elementary school music curriculum at several grade levels under the direction of public school music teacher, with supervision from the University staff. Includes observation and participation in the classroom as well as actual teaching and other activities and duties normally performed. **Prerequisites:** Completion of courses in the music concentration through the third year, ELED 419, SCED 429, written approval of the Music Department, admission to Professional Teacher Education Program. *(P/F)*

441. EARLY CHILDHOOD EDUCATION INTEGRATED CURRICULUM I
3 hours credit
Study of materials and methods for teaching language arts to kindergarten and pre-kindergarten level children. Emphasis on curriculum planning, use of space, class management and lesson planning. **Prerequisites:** EDUC 440 and admission to professional teacher education program. **Three hours per week.**

442. EARLY CHILDHOOD EDUCATION INTEGRATED CURRICULUM II
3 hours credit
Study of materials and methods for teaching science, social studies and math readiness to kindergarten and pre-kindergarten level children. Emphasis on curriculum planning, room design, class management, lesson planning, field trip planning and professional development. **Prerequisites:** EDUC 440 and admission to professional teacher education program. **Three hours per week.**

EMAT

500. RESEARCH AND TECHNOLOGY I
3 hours credit
Introduces students to the three basic forms of research: historical, descriptive and experimental, with an emphasis on incorporating them into classroom teaching. ERIC and other databases used in library research. Provides a technological base for the development of videotapes, portfolios and a research methodology for subsequent courses. Qualitative and quantitative data treatments developed within the context of individual student projects and the evaluation of the research literature. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

501. DEVELOPMENT AND LEARNING APPLIED TO TEACHING
3 hours credit
Examines theory and research in human development and learning psychology with application to teaching in contemporary middle and secondary schools. Emphasis on translating theory into practice by integrating field experiences, class work, student projects, assignments and exams. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

502. FOUNDATIONS OF EDUCATION IN A DIVERSE AND DEMOCRATIC SOCIETY
3 hours credit
A comprehensive overview of the foundation of education in a diverse and democratic society. It is an interdisciplinary approach, incorporating the social, philosophical, economic, political, historical and curricular foundations to provide a clear understanding of the teaching profession. Special attention is given to cultural problems and issues that influence opportunities and performance in educational institutions, including controversies confronting American education today. Field experiences are required. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

504. TEACHING READING IN THE CONTENT AREAS I
3 hours credit
Knowledge of the reading process, instructional strategies and materials use, drawn from research-based recommendations for using text in secondary content areas. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

506. THE INCLUSIVE CLASSROOM
3 hours credit
Learn the fundamentals of inclusive teaching. Study the history of special education, legal and ethical foundations for individuals with disabilities; accommodations; modifications of students with high, low, multiple incidence disabilities; effective teaching/ management skills; and an overview of specific strategies that promote learning within the content areas. Identify specific problems in content areas and learn how to effectively address them. Learn how to create assessments that provide immediate feedback in a variety of formats. Field experiences in inclusive content classrooms are required. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

507, 509. M.A.T. INTERNSHIP I & II
3 hours credit each
Two full-time, eight-week clinical experiences providing opportunities to actualize the latest educational research and theory into practice, including but not exclusive to observation, mini-teaching, macro-teaching, whole group lessons and action research. Conducted under the direct supervision of a clinical supervisor (experienced public school teacher) with guidance and support from the university supervisor. **Prerequisite:** EMAT 501, 503, 505, 506, 512, 515 and required methods courses. **Corequisite:** EMAT 511.

508. TEACHING READING IN THE CONTENT AREAS II
3 hours credit
In-depth study of literacy needs of diverse populations. Includes instructional and assessment methods in reading and writing. **Prerequisites:** EMAT 501, 503, 505, 506, 512, 515 and required methods courses. **Three hours per week.**

510. APPLIED RESEARCH AND TECHNOLOGY II
3 hours credit
Complete and present portfolios, action research projects and seminar papers. Integrates educational technology, especially as it applies to teaching in the schools. **Prerequisites:** Successful completion of EMAT 507, 509, 511. **Three hours per week.**

511. M.A.T. INTERNSHIP SEMINAR
3 hours credit
Forum for discussing problems encountered during the internship. Colloquium for developing strategies to resolve these problems. **Prerequisite:** Admission to M.A.T. program. **Corequisites:** EMAT 507, 509. **Three hours per week.**

512. CLASSROOM MANAGEMENT: THEORY AND PRACTICE
3 hours credit
Provides the student with a repertoire of strategies to create a classroom environment that facilitates optimal learning. Different classroom management theories will be explored and evaluated for appropriateness in a given situation. Special attention is given to accommodating diversity and strategies for effectively communicating with families is considered. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

514. SECONDARY SCHOOL PHYSICAL EDUCATION
3 hours credit
A study of methods used in teaching physical education, intended to develop a philosophy of teaching physical education that will enable the candidate to analyze and make decisions about students, curriculum and instruction. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

516. ELEMENTARY SCHOOL PHYSICAL EDUCATION
3 hours credit
This course is designed for future physical education teachers. The purpose of this course is to provide the student with specific information about a developmental elementary physical education program. It allows students to learn and apply a skill-themes approach to movement concepts and generic levels of skill proficiency by developing a variety of age-appropriate activities for various grade levels. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

517. TEACHING MUSIC AND READING IN THE ELEMENTARY SCHOOL
3 hours credit
Techniques for teaching music and reading content in preschool through grade 6. Emphasis on vocal, instrumental and general music. Comprehensive overview of creative activities utilizing music/reading materials and their application to the elementary school curriculum. Development of a sound rationale for teaching music in elementary schools and will include a half day per week of classroom observations. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

518. MATHEMATICS AND READING METHODS IN THE SECONDARY SCHOOL, PART I
3 hours credit
First of a two course sequence for analysis of the secondary school program in mathematics, with an emphasis on methods of teaching mathematical concepts and understandings. Also an emphasis on strategies, skills and instruction in content area reading. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

519. TEACHING MUSIC AND READING IN THE SECONDARY SCHOOL
3 hours credit
Techniques for teaching music and reading content in grades 7 through 12. Emphasis on vocal, instrumental and general music. Comprehensive overview of creative activities utilizing music/reading content II materials and their application to the secondary school curriculum. Development of a sound rationale for teaching music in the secondary schools and will include one full day a week of classroom observations. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

520. MATHEMATICS AND READING METHODS IN THE SECONDARY SCHOOL, PART II
3 hours credit
Continuation of EMAT 518, including organization of teaching units, assessment, observation and evaluation of teaching in school settings. In-depth study of literacy needs of diverse students populations including instructional and assessment strategies in reading and writing. **Prerequisites:** Admission to M.A.T. program and successful completion of EMAT 518. **Three hours per week.**

526. ENGLISH AND READING IN THE SECONDARY SCHOOL, PART I
3 hours credit
Study of materials and methods for teaching language arts in the high school, with attention to strategies and materials that support reading and writing in content area of study. Various models and strategies for teaching the language arts—language, literature and media—at this level are demonstrated and analyzed. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

527. SCIENCE AND READING IN THE SECONDARY SCHOOL, PART I
3 hours credit
Analysis of secondary school scents teaching methods, materials and existing programs. Curricula and materials for the middle school and senior high school levels investigated by the students in biology, chemistry, earth science, physical science and physics. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

528. ENGLISH AND READING IN THE SECONDARY SCHOOL, PART II
3 hours credit
Study of materials and methods for teaching language arts in the high school, with attention to strategies and materials that support reading and writing in content area study. Various models and strategies for teaching language arts, specifically writing—at this level demonstrated and analyzed. Focus on diverse classroom populations and assessment. **Prerequisites:** Admission to M.A.T. program and successful completion of EMAT 526. **Three hours per week.**

529. SCIENCE AND READING IN THE SECONDARY SCHOOL, PART II
3 hours credit
Analysis of secondary school science teaching methods, materials and existing programs. Curricula and materials for the middle school and senior high school levels investigated by the students in: biology, chemistry, earth science, general science, physical science and physics. In-depth study of literacy needs of diverse student populations, which includes instructional and assessment strategies in reading and writing. **Prerequisites:** Admission to M.A.T. program and successful completion of EMAT 527. **Three hours per week.**

530. SOCIAL STUDIES AND READING METHODS IN THE SECONDARY SCHOOL, PART I
3 hours credit
Analysis of the secondary school program in social studies, with an emphasis on methods of teaching history, geography and citizenship. Current curriculum trends are considered, Emphasis on strategies, skills and instruction in reading. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

531. FOREIGN LANGUAGE AND READING IN THE SECONDARY SCHOOL, PART I
3 hours credit
The study of the philosophy, aims and methods of foreign language teaching in the middle and secondary school with an emphasis on theories, techniques and materials in current use. Emphasis on strategies, skills and instructions in reading. **Prerequisite:** Admission to the M.A.T. program. **Three hours per week.**

532. SOCIAL STUDIES AND READING METHODS IN THE SECONDARY SCHOOL, PART II
3 hours credit
Analysis of the secondary school program in social studies, with an emphasis on methods of teaching history, geography and citizenship. Current curriculum trends are considered. In-depth study of literacy needs of diverse student populations including instructional and assessment strategies in reading and writing. **Prerequisites:** Admission to M.A.T. program and successful completion of EMAT 530. **Three hours per week.**

533. FOREIGN LANGUAGE AND READING IN THE SECONDARY SCHOOL, PART II
3 hours credit
The continued study of philosophy, aims and methods of teaching foreign languages in the middle or secondary school with emphasis on the theories, techniques and materials in current use, Emphasis is on developing a coherent literacy program based on appropriate materials and strategies. For instruction and assessment in reading. **Prerequisites:** Admission to M.A.T. program and successful completion of EMAT 531. **Three hours per week.**

534. SCHOOL HEALTH AND READING METHODS I
3 hours credit
Analysis of middle and high school health education instructional planning, materials and teaching strategies. Examination of literacy needs of diverse student populations, including instructional strategies in reading and writing in the content area. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

536. SCHOOL HEALTH AND READING METHODS II
3 hours credit
Provides preparation for public school teaching in areas such as sex education, drug use and abuse, and other current health problems. Involves reading in the content area, curriculum planning, methods and materials. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

537. EDUCATIONAL RESEARCH
3 hours credit
Introduction to quantitative and qualitative methods of inquiry as they apply to the needs of teacher-researchers. Attention is given to reading, analyzing and interpreting scholarly research to solve instructional problems. Includes the design of an action research project that addresses an area of current concern in the field of P-12 education. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

538. TECHNOLOGY IN EDUCATION
3 hours credit
Examines educational technology and its current and potential impact on schools. Provides an introduction to the role of technology in the teaching and learning process as well as how to the use of technology can enhance teacher productivity and professional development. Examines current issues in the use of educational technology, the impact of technology on society and techniques for integrating technology into the classroom. Examines Internet, audio, video and graphic technologies, as well as tools for collecting and analyzing student data. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

539. INSTRUCTION AND ASSESSMENT FOR STUDENT LEARNING
3 hours credit
Focuses on the appropriate selection, construction, administration and use of effective educational assessment, particularly as it impacts student learning. Using the curriculum-instruction-assessment cycle, explores these important connections to better understand roles and responsibilities as classroom teachers in the assessment process. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

540. TEACHING LANGUAGE IN MIDDLE AND HIGH SCHOOL ENGLISH CLASSROOMS
3 hours credit
Study of materials and methods for teaching language arts in middle and high schools, with attention to aspects of language study for native speakers of standard English, speakers of non-standard English and English language learners. Various models and strategies for teaching language arts at this level are demonstrated and analyzed. Field experience concurrent with EMAT 528. **Prerequisite:** EMAT 526. **Corequisite:** EMAT 528. **Three hours per week.** *(fall semester only)*

REED

500. RESEARCH IN READING EDUCATION
3 hours credit
Introduction to elements of major research methodologies used in the study of education. Application of various methodologies in study of selected topics in reading field; evaluation of selected studies in reading education. **Three hours per week.**

515. WRITTEN AND ORAL LANGUAGE DEVELOPMENT
3 hours credit
Current theories of language and literacy development as related to instructional practices, grades K-12. Emphasizes the development of compositional and technical elements of writing as it relates to total language and literacy development. **Three hours per week.**

516. ELEMENTARY FOUNDATIONS OF READING
3 hours credit
Designed to provide a broad-ranging perspective of contemporary literacy instruction, methods, strategies and practices employed in the elementary classroom. Focus on balanced literacy instruction and best practices, as determined by observation, research and informed decision-making. Intended for all school personnel seeking a contemporary perspective on elementary literacy instruction and to provide a foundation for M.Ed. reading specialist certification candidates. **Three hours per week.**

517. SECONDARY FOUNDATIONS OF READING
3 hours credit
Knowledge of the reading process, instructional and assessment strategies, and materials use, drawn from research-based recommendations for reading and writing in secondary content areas. **Three hours per week.**

518. DIVERSITY AND LITERACY
3 hours credit
Explores the relationship between mainstream literacy and students who are traditionally marginalized by their diverse learning needs as well as by socioeconomic, political and cultural factors. Investigates local educational reforms for at-risk readers and their families. **Three hours per week.**

520. LITERATURE FOR CHILDREN AND ADOLESCENTS
3 hours credit
Studies the works, topics and issues in literature written specifically for children and adolescents, with an emphasis on best practices in selecting and using authentic literature in a balanced instructional program. Especially pertinent to reading specialists in its K-12 perspective. For the purposes of this course, literature is defined broadly to encompass print, nonprint and media sources of reading materials. **Three hours per week.**

610. ASSESSMENT OF LITERACY DEVELOPMENT
3 hours credit
Designed for professional personnel seeking experience with assessment instruments and diagnostic techniques. Examines various instruments and strategies for the collection an analysis of data about literacy development. Quantitative and qualitative measures will be examined. **Prerequisites:** REED 500, 515, 516, 517. **Three hours per week.**

611. CLINICAL PRACTICUM I
3 hours credit
Designed for professional personnel seeking experience in remedial literacy techniques. Includes the transfer of diagnostic data into teaching strategies and materials for programs of remediation. **Prerequisites:** REED 518, 610. **Three hours per week.**

612. CLINICAL PRACTICUM II
3 hours credit
Designed for professional personnel seeking advanced work in clinical assessment and interactive instruction techniques. Includes work with small groups of children who experience difficulty in literacy learning. Promotes professional development as a reading consultant. **Prerequisite:** REED 611. **Three hours per week.**

614. LEADERSHIP FOR READING PROFESSIONALS
3 hours credit
Designed for professional personnel seeking certification as reading teachers and reading specialists. Includes organizing and enhancing a reading program, developing curricula, communicating and collaborating with diverse constituencies, providing for the professional development of self and others, and supervising professionals and paraprofessionals. **Prerequisite:** REED 612. **Three hours per week.**

620. SEMINAR IN READING EDUCATION
3 hours credit
Participation in professional reading and discussion of selected issues of literacy development and instruction. Demonstration of achievement of competencies of a reading professional through portfolio presentation and professional conference and/or publication preparation. **Prerequisite or Corequisite:** REED 612. **Three hours per week.**

SCED

300. DEVELOPMENT, LEARNING AND ASSESSMENT
3 hours credit
Physical, intellectual, emotional and social development of children (ages 3-18) with emphasis on adolescent development. Attention is given to student learning and assessment. Required field observation. Credit may not be received for both SCED 300 and ELED 304 or EDUC 300. **Three hours per week.**

318. COMPUTERS IN EDUCATION
3 hours credit
Overview of the role of computers in education. Examination of computer applications as they relate to specific teaching/learning operations and educational functions in the pre-K-12 classroom. May not receive credit for both SCED 318 and EDUC 318. **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours per week.**

319. TECHNOLOGY IN EDUCATION
1 hour credit
Overview of the role of technology in education. Examines computer applications and their use as tools in the constructivist classroom. Issues and classroom management techniques for using technology in the classroom will be explored. Field experience is required. May not receive credit for both SCED 319 and EDUC 319. **Prerequisites:** Admission to Professional Teacher Education Program, ability to create documents using word processing, spreadsheets, presentations with software such as PowerPoint and Web pages. **One hour lecture, 50 minute laboratory per week.**

320. TECHNOLOGY IN MATHEMATICS EDUCATION
3 hours credit
Overview of the role of technology in mathematics education. Examination of computer applications as they relate to specific teaching/learning situations in grades 7-12 classrooms. **Prerequisite:** Admission to the Professional Teacher Education Program, MATH 201, 213, 214. **Three hours per week.** *(spring semester only)*

339. SECONDARY/K-12 METHODS VISITATION
0 hours credit
Classroom visitations and field experiences for students enrolled in methods courses. Includes observing instruction, teaching lessons and completing assignments as determined by co-instructor(s). **Prerequisite:** Admission to the Professional Teacher Education Program. **Corequisite:** One of the following: SCED 371, 372, 373, 374, 376, 422, 429, 471, 472, 473, 474, 476. **One half day per week.**

340. TEACHING LANGUAGE IN MIDDLE AND HIGH SCHOOL ENGLISH CLASSROOMS
3 hours credit
Study of materials and methods for teaching language arts in middle and high schools, with attention to aspects of language study for native speakers of standard English, speakers of non-standard English and English language learners. Various models and strategies for teaching language arts at this level are demonstrated and analyzed. Field experience concurrent with SCED 471. **Prerequisites:** SCED 371, SCED 318 or SCED 319. **Corequisite:** SCED 471. **Three hours per week.** *(fall semester only)*

367. INCLUSIVE INSTRUCTION FOR SECONDARY TEACHERS
3 hours credit
Acquaints pre-service secondary school teachers with the legal, social and ethical issues that surround inclusion and prepares them with a repertoire of instructional methods associated with inclusive education for students with high incidence disabilities. Field experience required. May not receive credit for both EDUC 467 and SCED 367. **Prerequisites:** Admission to Professional Teacher Education Program. **Prerequisite/Corequisite:** SCED 371 or 372 or 373 or 374 or 376 or 429 or 447 or HLTH 461. **Three hours per week.**

371. TEACHING READING AND TEXTS IN MIDDLE AND HIGH SCHOOL ENGLISH CLASSROOMS
4 hours credit
Study of materials and methods for teaching language arts in the middle and high school, with attention to strategies and materials that support reading. Various models and strategies for teaching traditional and young adult literature and media for these levels demonstrated and analyzed. Required classroom visitations and field experiences for students in order to complete assignments. **Prerequisite:** Admission to Professional Teacher Education Program. **Prerequisite/Corequisite:** SCED 318 or SCED 319. **Three hours lecture, three hours field experience per week.** *(spring semester only)*

372. SOCIAL STUDIES AND READING METHODS IN MIDDLE AND HIGH SCHOOL, PART I
4 hours credit
Analysis of middle and high school programs in social studies; emphasis on methods of teaching history, geography and citizenship. Current curriculum trends are considered. Course includes emphasis on strategies, skills and instruction in reading. Required classroom visitations and field experience in order to complete assignments. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** SCED 318 or SCED 319. **Three hours lecture, three hours field experience per week.** *(spring semester only)*

373. MATHEMATICS AND READING METHODS IN MIDDLE AND HIGH SCHOOL, PART I
4 hours credit
First course of a two-course sequence for analysis of middle and high school programs in mathematics; emphasis on methods of teaching mathematical concepts and understandings. Course includes strategies, skills and instruction in reading in the content area. Required classroom visitations and field experience as necessary to complete assignments. **Prerequisite:** Admission to Professional Teacher Education Program. **Prerequisite/Corequisite:** SCED 320. **Three hours lecture, three hours field experience per week.** *(spring semester only)*

374. SCIENCE AND READING METHODS IN MIDDLE AND HIGH SCHOOL, PART I
4 hours credit
Analysis of middle and high school science teaching methods, materials and programs. Emphasis on instruction in biology, chemistry, earth science and physics. In-depth study of literacy needs of diverse student populations including instructional and assessment strategies in reading and writing. Required classroom visitations and field experiences as necessary to complete assignments. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** SCED 318 or SCED 319. **Three hours lecture, three hours field experience per week.** *(spring semester only)*

376. WORLD LANGUAGE AND READING METHODS IN MIDDLE AND HIGH SCHOOLS, PART I
4 hours credit
Study of the philosophy, aims and methods of teaching world languages in the middle and high school with emphasis on the theories, techniques and materials in current use. Emphasis on strategies, skills and instruction in reading. Required classroom visitations and field experience as necessary to complete assignments. **Prerequisite:** Admission to Professional Teacher Education Program. **Prerequisite/Corequisite:** SCED 318 or SCED 319. **Three hours lecture, three hours field experience per week.** *(spring semester only)*

422. TEACHING READING IN THE CONTENT AREAS: PART I
3 hours credit
Knowledge of the reading process, instructional strategies and materials used is drawn from research-based recommendations for using text in secondary content areas. Intended for all secondary and K-12 teacher education candidates. **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours per week.**

424. TEACHING READING IN THE CONTENT AREAS: PART II
3 hours credit
In-depth study of literacy needs of diverse student populations. Includes instructional and assessment methods in reading and writing. Intended for Secondary and K-12 teacher certification candidates. **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours per week.**

426/428. INTERNSHIP IN MIDDLE OR HIGH SCHOOL EDUCATION
6 hours credit each experience
Engages pre-service teachers in planning, teaching, assessment and collaboration in order to support and enhance student learning and well-being. Participation in activities required of fully employed teachers. **Prerequisite:** Admission to internship. **Corequisite:** SCED 433. **Two, eight-week, full-time, supervised clinical experiences under the direction of the mentor teacher and University supervisor. One placement each in middle and high school.** *(P/F, IP)*

429. TEACHING MUSIC AND READING IN THE MIDDLE AND HIGH SCHOOL
4 hours credit
Techniques for teaching music and reading content in grades 7-12. Emphasis on vocal, instrumental and general music. Comprehensive overview of creative activities utilizing music/reading content II materials and their application to the secondary school curriculum. **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours lecture and three hours field experience per week.** *(fall semester only)*

431. INTERNSHIP IN MUSIC IN THE SECONDARY SCHOOL
6 hours credit
Student teaching experience in all aspects of the secondary school music curriculum including the areas of choral, instrumental and general music. Observation, participation, teaching and other activities and duties normally performed by professional teachers done under the direction of public school music teacher(s), with supervision from the University staff.

Prerequisites: Completion of courses in the music concentration through the third year, ELED 419, SCED 429. *(P/F)*

433. REFLECTION AND INQUIRY IN TEACHING PRACTICE
2 hours credit
Forum for discussion of issues pertinent to current practices, trends and issues in the middle and high school during the internship. **Prerequisite:** Admission to internship. **Corequisites:** SCED 426, 428. **Three hours per week for 10 weeks.** *(spring semester only)*

434. CLASSROOM MANAGEMENT
3 hours credit
Explores the ability to create and maintain productive learning environments in the middle and high schools. Emphasis on development of learner responsibility, promotion of positive social relationships, interdependence of effective instruction and management, and prevention/intervention strategies. Consideration given to accommodating diversity and communicating with families. Field activity required. **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours per week.**

447. ESOL METHODS
3 hours credit
Introduces students to the study, philosophy, aims and methods of teaching English as a foreign or second language with an emphasis upon the techniques and materials in current use. **Co- or prerequisites:** ENGL 433, 528. **Prerequisites:** ENGL 430, 431 and 439; admission to the professional teacher education program; passing scores on Praxis I Examinations as defined by the University and Seidel School; GPA of 2.75 in ESOL courses; or permission of the instructor for non-teachers. **Three hours per week.**

462. ESOL INTERNSHIP I - ELEMENTARY
6 hours credit
A full-time eight-week clinical experience at an elementary school setting providing opportunities to actualize the latest educational research and theory into practice for teaching English Language Learners (ELL), including, but not exclusive to,: observation, mini-teaching, macro-teaching, whole group lessons and action research. Conducted under the direct supervision of a mentor teacher (experienced public school teacher) with guidance and support from the University supervisor. **Prerequisites:** Completion of all required coursework in the B.A. ESOL/K-12 Certification sequence prior to the internship, admission to Professional Teacher Education Program, compliance with student teaching criteria. **Corequisites:** SCED 463, 465. *(P/F)*

463. ESOL INTERNSHIP II - SECONDARY
6 hours credit
A full-time eight-week clinical experience at a middle/secondary school setting providing opportunities to actualize the latest educational research and theory into practice for teaching English Language Learners (ELL), including, but not exclusive to,: observation, mini-teaching, macro-teaching, whole group lessons and action research. Conducted under the direct supervision of a mentor teacher (experienced public school teacher) with guidance and support from the University supervisor. **Prerequisites:** Completion of all required coursework in the B.A. ESOL/K-12 Certification sequence prior to the internship, admission to Professional Teacher Education Program, compliance with student teaching criteria. **Corequisites:** SCED 462, 465. *(P/F)*

465. ESOL INTERNSHIP - SEMINAR
3 hours credit
Forum for discussing issues and problems pertinent to current ESL practices encountered during the student teaching internship. Colloquium for developing strategies to resolve these problems and address classroom management concerns. **Prerequisites:** Completion of all coursework in the B.A. ESOL sequence prior to the internship, admission to Professional Teacher Education Program, compliance with student teaching criteria. **Corequisites:** SCED 462, 463. **Three hours per week.** *(P/F)*

471. INTEGRATING WRITING AND READING IN MIDDLE AND HIGH SCHOOL ENGLISH CLASSROOMS
4 hours credit
Study of strategies and materials that support reading and writing in content area study of English language arts, with emphasis on methods of teaching writing. Long-range planning and assessment are examined as elements for integrating the language arts. Required classroom visitations and field experiences as necessary to complete assignments. **Prerequisites:** Admission to Professional Teacher Education Program, SCED 371. **Corequisite:** SCED 340. **Pre- or Corequisite:** SCED 367. **Three hours lecture, six hours internship per week.** *(fall semester only)*

472. SOCIAL STUDIES AND READING METHODS IN MIDDLE AND HIGH SCHOOL, PART II
4 hours credit
Continuing analysis of middle and high school programs in social studies. Emphasis on methods of teaching history, geography, economics and citizenship. Current curriculum trends are considered. In-depth study of literacy needs of diverse student populations including instructional and assessment strategies in reading and writing. Continuation of SCED 372. Required classroom visitations and field experience as necessary to complete assignments. **Prerequisites:** Admission to Professional Teacher Education Program, SCED 372. **Three hours lecture, six hours internship per week.** *(fall semester only)*

473. MATHEMATICS AND READING METHODS IN MIDDLE AND HIGH SCHOOL, PART II
4 hours credit
Continuation of SCED 373, including organization of teaching units, assessment, observation and evaluation of teaching in middle and high school settings. In-depth study of literacy needs of diverse student populations including instructional and assessment strategies in reading and writing in the content area. Required classroom visitations and field experience as necessary to complete assignments. **Prerequisites:** Admission to Professional Teacher Education Program, SCED 320, 373. **Three hours lecture, six hours internship per week.** *(fall semester only)*

474. SCIENCE AND READING METHODS IN MIDDLE AND HIGH SCHOOL, PART II
4 hours credit
Continuing analysis of middle and high school science teaching methods, materials and existing programs. Emphasis on instruction in biology, chemistry, earth science and physics. In-depth study of literacy needs of diverse student populations including instructional and assessment strategies in reading and writing. Continuation of SCED 374. Required classroom visitations and field experiences as necessary to complete assignments. **Prerequisites:** Admission to Professional Teacher Education Program, SCED 374. **Prerequisite/Corequisite:** SCED 367. **Three hours lecture, six hours internship per week.** *(fall semester only)*

476. WORLD LANGUAGE AND READING METHODS IN MIDDLE AND HIGH SCHOOLS, PART II
4 hours credit
The study of the philosophy, aims and methods of teaching world languages in the middle and high school setting with emphasis on the theories, techniques and materials in current use. Emphasis on strategies, skills and instruction in reading in the content area. Required classroom visitations and field experience as necessary to complete assignments. **Prerequisites:** Admission to Professional Teacher Education Program, SCED 376. **Prerequisite/Corequisite:** SCED 367. **Three hours lecture, six hours internship per week.** *(fall semester only)*

ENGINEERING (ENGR)

100. INTRODUCTION TO ENGINEERING DESIGN
3 hours credit
Introduction to the art and science of engineering design. Students work in teams to design, manufacture, assemble and test a product. Examples of products include a postal scale, solar cooker and human-powered water pumping systems. CAD and modeling software will also be used. **Four hours lecture/activity per week.**

110. STATICS
3 hours credit
The equilibrium of stationary bodies under the influence of various kinds of forces. Forces, moments, couples, equilibrium, trusses, frames and machines, centroids, moment of inertia, beams and friction. Vector and scalar methods used to solve problems. **Prerequisites:** MATH 201, PHYS 221. **Three hours per week.**

220. MECHANICS OF MATERIALS
3 hours credit
Study stress and deformation of beams, shafts, columns, tanks and other structural, machine and vehicle members. Topics include stress transformation using Mohr's circle, centroids and moments of inertia, shear and bending moment diagrams, derivation of elastic curves, and Euler's buckling formula. Complete design project related to the material. **Prerequisite:** ENGR 110. **Three hours per week.**

221. DYNAMICS
3 hours credit
Systems of heavy particles and rigid bodies at rest and in motion. Force acceleration, work energy and impulse-momentum relationships. Motion of one body relative to another in a plane and in space. **Prerequisites:** ENGR 110, MATH 202. **Three hours per week.**

232. THERMODYNAMICS
3 hours credit
Introduction to the principles of thermodynamics and thermodynamic properties of matter. Topics include the first and second laws of thermodynamics, heat, work, temperature, entropy, enthalpy, cycles, reactions, mixtures, energy balances, and mass balances. A design project related to the material is given. **Prerequisites:** C or better in ENGR 110, MATH 202, PHYS 225. **Three hours per week.**

482. MICROWAVE ENGINEERING
3 hours credit
Laboratory experiments and theoretical principles will be seamlessly blended. A modeling software will be used. Topics include transmission lines; Smith Chart; Z, Y, T, S and ABCD matrices; waveguides; antennas; and microwave amplifier design. **Prerequisites:** PHYS 315 or ENEE 380 and PHYS 311 or ENEE 206. **Four hours lecture/activity per week.**

ENGLISH (ENGL)

103. COMPOSITION AND RESEARCH
4 hours credit
A course in college-level academic writing. Focus on argument, critical reading and writing, and information literacy. **Three hours per week with enhancement. Meets General Education IA (required C or better).**

220. INTRODUCTION TO FILM
4 hours credit
Introduction to the art of film. Concepts of organization, structure, and editing techniques through viewing and discussing short films. Literary and dramatic influences in feature films. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

221. LITERATURE AND FILM
4 hours credit
The relation of film to literature as narrative, dramatic and poetic means of expression; the translation of literary works into film. **Prerequisite:** C or better in ENGL 102 or 103. **Two hours lecture, two hours screening per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

240. INTRODUCTION TO THE STUDY OF LANGUAGE
4 hours credit
Study of the ways language works and an introduction to the scientific study of language and linguistics. Presupposes no formal study or knowledge of language. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

250. UNDERSTANDING POETRY (GENRE)
4 hours credit
Reading and interpreting a wide variety of poems, examining the features of the poem as a form, variations of the form throughout history. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

251. THE ART OF THE DRAMA (GENRE)
4 hours credit
An introduction to the types of drama in the American, British and Continental traditions. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

252. ASPECTS OF THE NOVEL (GENRE)
4 hours credit
Analysis of American, British and Continental novels; the form of the novel and its variations. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

253. THE SHORT STORY (GENRE)
4 hours credit
A study of the historical development of the short story, its forms, characteristics and its most successful practitioners. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

254. SATIRE (GENRE)
4 hours credit
The nature of satire and its historical forms. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

255. AFRICAN-AMERICAN SHORT STORY
4 hours credit
Survey of African-American short fiction designed to inform students of the history of the sub-genre as well as highlight the canonical literature written in this form. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

300. STUDIES IN ENGLISH LITERATURE
4 hours credit
Study of a literary figure, period, genre, movement or theme. May be repeated under different subtitles. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

301. STUDIES IN ENGLISH: LANGUAGE, FILM OR WRITING
4 hours credit
Study of a topic in language, film or writing. May be repeated under different subtitles. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

302. INTERNSHIP IN ENGLISH I
1-4 hours credit
Provides students practical experience in using English course skills through work in a business, public service agency or professional office. A maximum of four credits may be applied to English major. May be taken for a maximum of four hours credit. **Prerequisites:** ENGL 102 or 103; junior standing English major or minor with minimum 3.0 cumulative GPA; written permission of department chair.

303. INTERNSHIP IN ENGLISH II
1-4 hours credit
Provides students practical experience in using English course skills through work in a business, public service agency or professional office different from that used for ENGL 302: Internship in English I. May be taken for a maximum of four hours of elective credit toward degree requirements and not major requirements. **Prerequisites:** ENGL 102 or 103, 302; junior standing English major or minor with minimum 3.0 cumulative GPA; written permission of department chair.

305. TECHNICAL WRITING AND EDITING
4 hours credit
Effective writing and editing technique applied to, among others, formal proposals, mechanical descriptions, user manuals, investigative reports, field reports, feasibility reports and articles for publication. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

306. WRITING FOR THE DISCIPLINES
4 hours credit
Helps students improve their writing to meet career demands of particular majors. Students examine styles and forms of writing and evaluate options and requirements for particular writing tasks. Not acceptable for General Education credit. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

307. WRITING FOR THE WORLD WIDE WEB
4 hours credit
Focuses on writing content for Web sites. Students learn how to plan, write, design and evaluate Web pages and Web sites. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

308. COMPOSITION III
4 hours credit
Focuses on the practice and theory of writing, advanced strategies of writing, and the forms and aims of discourse. Emphasis on effective assignments, evaluation of prose, and the nature and analysis of style. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

317. GERMAN SHORT STORIES
4 hours credit
Survey of the German short story (Deutsche Novelle) from its inception in the 18th century to the present. Taught in English. Cross listed with GERM 350. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

318. TOPICS IN HISPANIC LITERATURE IN TRANSLATION
4 hours credit
Reading, analysis and discussion of some of the classic works of Spanish and Latin American literature. Taught in English. Does not count toward the Spanish minor. May be taken only once for credit toward the Spanish major. Cross listed with SPAN 330. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

323. MAJOR FILM DIRECTORS
4 hours credit
Intensive study of individual American and foreign *auteur* directors, singly or in groups. Focus on those artists who write their own screenplays and direct their own films. May be repeated twice if different directors are studied. May not receive credit for ENGL 405 and 323. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

324. FILM GENRE
4 hours credit
An introduction to the concept of film genre and to the study of specific film genres including comedies, musicals, westerns, gangster films, horror films and science fiction films. May not receive credit for both ENGL 324 and ENGL 403. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

335. GOTHIC FICTION
4 hours credit
A study of the Gothic strain in English and American fiction from the late 18th through the 20th centuries—its genesis, initial manifestations, popular mutations and periodic reinvigoration. Among authors studied are Horace Walpole, Ann Radcliffe, "Monk" Lewis, Poe, James, Bram Stoker and Stephen King. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

338. LITERATURE OF THE QUEER
4 hours credit
Study of literature written by and about "queers," including gay, lesbian, bisexual, transgender, gender-transcendent and intersexed identities. Selected readings derive from antiquity though the present, and are considered in their proper cultural and historical contexts. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

341. THE BIBLE AS LITERATURE
4 hours credit
The literature of the Bible: various forms, stylistic features and relation to culture. Emphasis on the Old Testament, King James version. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

342. WOMEN IN LITERATURE
4 hours credit
A study in literature written by American and British women, primarily during the 19th and 20th centuries. Among writers studied are Bronte, Eliot, Chopin, Wharton, Woolf, Plath, Walker. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

344. LITERATURE OF A DECADE
4 hours credit
In-depth study of literary works of a particular decade with special emphasis on cultural and historical context. (Decade and texts selected by instructor.) May be repeated under different subtitles. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

345. SCIENCE FICTION
4 hours credit
A survey of representative works of science fiction on a persistent theme or theme, such as artificial intelligence, time travel or alien cultures by major authors of the genre.

Prerequisite: C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

347. THE WILDERNESS IN LITERATURE
4 hours credit
A study of evolving ideas of wilderness in journals and other non-fiction, along with readings in fiction and poetry which dramatize civilized humanity's relationships with wilderness. Nineteenth and 20th century American authors including Thoreau, John Muir, Fenimore Cooper, Edward Abbey, Jack London, Faulkner, James Dickey and Gary Snyder. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

348. NATURE IN LITERATURE
4 hours credit
A detailed study of attitudes toward and representations of nature and the natural in literature, especially of the 19th and 20th centuries. Topics may include the hostile relationship between nature and culture, the image of the animal "other," the human as animal, the personification of nature and/or the animal, the perilous position of human in nature, and the impact of eco-criticism. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008 IA).**

349. NORSE LITERATURE IN TRANSLATION
4 hours credit
Survey of northern European literature from the pagan era through the Middle Ages, including Germanic myths and Icelandic sagas. Supporting materials from archaeology, folklore and popular culture. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008 IA).**

351. CREATIVE WRITING
4 hours credit
Techniques of writing fiction and poetry through reading, analysis and directed writing. Students submit work-in-progress for class discussion and a portfolio of poems or stories. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

356. BRITISH LITERATURE I: BEGINNINGS TO 1660
4 hours credit
Survey of British literature from the Beowulf poet to the Restoration. Readings may include, but are not limited to, *The Canterbury Tales*, Spenser, Marlowe and Milton. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

357. BRITISH LITERATURE II: 1660-PRESENT
4 hours credit
Survey of British literature from the Restoration in 1660 to the present day. Readings may include, but are not limited to, Swift, Pope, Austen, Wordsworth, Keats, the Brownings, Hardy, Yeats, Woolf and Greene. Poetry and fiction included. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

363. WORLD LITERATURE I
4 hours credit
A study of major western and non-western cultural heritages from antiquity through the Renaissance Europe and ends with the exploration/conquest literature of the "early" Americas. This course gives you a foundation in the classics of western literature and introduces you to the classical traditions of Native American peoples, India, China and the Middle East. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

364. WORLD LITERATURE II
4 hours credit
A study of western and non-western cultural heritages from the 17th century to contemporary works. The texts will cover various literary periods from neoclassicism and romanticism to modernism and post-modernism. The course provides a foundation in the classics of modern western literature and introduces modern non-western literature. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

365. LITERATURE OF THE "THIRD WORLD"
4 hours credit
Survey of novels, poems, short stories and plays by "third world" authors. Covers writers from South Asian, African and Middle Eastern nations. Explore the rise of "three worlds theory" in the context of the Cold War and the decolonization struggles in the 1950s and 1960s. Topics include imperialism, colonialism/neocolonialism, identity, nationalism, race and the validity of the "third world" as a political and literary-historical category. Authors may include, but are not limited to, Achebe, Anand, Dangerambga, Habiby, Head, Ngugi, Rachlin, Singh and Soyinka. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

366. WORLD MYTHOLOGY
4 hours credit
Primitive, oriental and Occidental mythology, emphasis on classical, Nordic and Judeo-Christian myths. Application of principles of myth and folklore criticism to Western literature, ancient through modern. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

368. PHILOSOPHICAL CONCEPTS IN LITERATURE
4 hours credit
An examination of a philosophical theme, such as existentialism or tragedy, as reflected in literature. Can be repeated for credit with different themes. **Prerequisites:** C or better in ENGL 102 or 103 and a philosophy course, or permission of instructor. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

370. LATINA/O LITERATURE
4 hours credit
Study of literature (written in English) by Latina and Latino writers, including, but not limited to, Mexican American (Chicana/o), Puerto Rican American, Cuban American and Dominican American authors. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

371. TOPICS IN LATINA/O LITERATURE
4 hours credit
Study of selected topics in Latina/o literature (written in English). Such topics may include a specific region, national group, period, set of authors, theme, genre or issue. May be taken twice under different subtitles. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

378. LITERATURE OF THE AFRICAN DIASPORA
4 hours credit
A study of selections from the range of literature that comprises the sub-genre of the African Diaspora. Engages texts in an effort to better understand and interpret the complex nature of chattel slavery, emancipation, reconstruction, colonialism and post-colonialist motivations through reading, discussion and cultural immersion. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

379. LITERATURE OF THE HARLEM RENAISSANCE
4 hours credit
Study in literature written by American authors during the Harlem Renaissance period, beginning with the key concept of the period, W.E.B. DuBois' *Double Consciousness.* Readings include, but not limited to, the poetry of Hughes, McKay, Bennet, Fauset and Cullen; the fiction of Nugent, Fisher, Toomer, Larsen and Walter White. **Prerequisites:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

380. AMERICAN LITERATURE I: BEGINNINGS TO 1860
4 hours credit
Study of major American literature from the nation's origins to 1860. Authors to be studied may include, but are not limited to, Edwards, Franklin, Hawthorne, Irving, Melville, Poe and Whitman. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

381. AMERICAN LITERATURE II: 1860-PRESENT
4 hours credit
Study of major American literature from 1860 to the present. Authors to be studied may include, but are not limited to, Crane, London, Chopin, T.S. Eliot, Gilman, Faulkner, O'Neill, Hurston, Hughes, Welty, Ellison, Baldwin, Barthelme and Morrison. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

383. AFRICAN-AMERICAN LITERATURE
4 hours credit
A study of African-American literature and its relationship to African-American movements and the experience of African-Americans in America. Authors may include Wheatley, Douglass, Jacobs, Harper, DuBois, Washington, Hurston, Wright, Ellison, Hansberry, Baraka and Morrison. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

384. NATIVE AMERICAN LITERATURE
4 hours credit
Study of the literature that grew out of the unique perceptions and experiences of the Native Americans with particular emphasis on poetry, short stories and novels. Authors include Erdrich, Silko, Momaday, Black Elk, Welch and Oritz. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

385. ETHNIC LITERATURE IN AMERICA
4 hours credit
Explores literature of America's ethnic cultures and their historical and literary contexts. Emphasizes but not limited to literature of African-, Asian-, Jewish-, Mexican- and Native-Americans. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

386. AMERICAN WOMEN WRITERS OF COLOR
4 hours credit
Study of Native American, African-American, U.S., Latina and Asian American women's writing, emphasizing 19th and 20th century issues which influenced their writing. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

387. LITERATURE OF THE AMERICAN WEST: 1820-PRESENT
4 hours credit
A study of journals and travel narratives and popular, regional and historical novels of the American West. Works of writers such as Cooper, Twain, Steinbeck, Anaya, Cather and Silko. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

388. AMERICAN DRAMA
4 hours credit
Historical survey of American drama from its beginnings to the present. Includes works by major American dramatists, such as Hellman, O'Neill, Williams, Miller and Henley. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

389. TOPICS IN NATIVE AMERICAN LITERATURE
4 hours credit
Study of select topics in Native American literature. Such topics may include a specific period, region, native group, set of authors, theme or issue. May be taken twice under different subtitles. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

399. INTERNATIONAL STUDIES IN LITERATURE
4 hours credit
On-site study of the literature, drama, theatre, and culture of selected countries. Field study preceded by pre-tour lectures. May be taken twice for credit under different subtitles. The objective of the course is to better understand the culture and the history of a foreign country through experimental learning and intelligent mentoring. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

401. STUDIES IN FILM
4 hours credit
Study of a director, period, genre, movement or theme in the area of film. May be repeated twice under different subtitles. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

402. FILM HISTORY
4 hours credit
The history of motion pictures with a focus on technical and artistic trends and the work of important artists and directors. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

404. INTERNATIONAL CINEMA
4 hours credit
Study of a wide range of films made around the world, with special emphasis on historical development of selected national cinemas, cultural and economic determinants that affect the production of film and the contrasting conventions of film style in contrasting contexts of production. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

406. DOCUMENTARY CINEMA STUDIES
4 hours credit
Study of documentary cinema, with particular emphasis on critical and theoretical issues that documentary has historically faced, such as the representation of reality, the politics of representation, the intersection of individual and cultural memory, and the rhetoric of cinematic arguments, among other potential subjects. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

408. FILM THEORY
4 hours credit
Introduction to influential theoretical approaches to film such as psychoanalysis, auteurism, feminism, reception and spectatorship theories, genre studies, queer theory and post-Colonial criticism. Includes a range of screenings and encourages students to read films in terms of various cultural, ideological and personal perspectives. **Prerequisite:** ENGL 220 or 221 or 402 or 403 or 404 or 405. **Three hours per week with enhancement.**

410. INDIVIDUAL AUTHORS
4 hours credit
An intensive study of one to three writers of major stature (choice to be made by the instructor). **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

411. CHAUCER
4 hours credit
Study of representative works by the 14th-century poet Chaucer, taught in their original language, Middle English, with a special emphasis on *The Canterbury Tales.* **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

412. MILTON
4 hours credit
The sonnets, companion poems, essays and drama. Emphasis on *Paradise Lost.* **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

413. SHAKESPEARE
4 hours credit
A study of the major comedies and histories with an emphasis on the tragedies. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

415. FICTION WORKSHOP
4 hours credit
Students analyze in a workshop setting readings in contemporary fiction to observe techniques in craftsmanship and present their own fiction for intensive examination by workshop participants. May be taken twice for credit. **Prerequisite:** ENGL 351 or permission of instructor. **Three hours per week with enhancement.**

416. POETRY WORKSHOP
4 hours credit
Students analyze in a workshop setting readings in contemporary poetry to observe techniques in craftsmanship and present their own poetry for intensive examination by workshop participants. May be taken twice for credit. **Prerequisite:** ENGL 351 or permission of instructor. **Three hours per week with enhancement.**

417. WRITER'S CRAFT
4 hours credit
In-depth study of the creative writing process. Students develop a craft workbook that focuses on contemporary forms and strategies. Students write by assignment and develop techniques of reviewing in order to compare and contrast certain authors' aesthetics with their own creative writings. May be taken twice for credit. **Prerequisite:** ENGL 351 or permission of instructor. **Three hours per week with enhancement.**

428. ESOL TESTS AND MEASUREMENTS
4 hours credit
Focuses on present-day language theory and practice. Objectives are not only to increase students' skills in writing classroom language tests and assessing standardized instruments intended for second language learners, but also to improve their ability to evaluate language research in which testing plays a part. **Prerequisite:** ENGL 432 or 434 or permission from instructor. **Three hours per week with enhancement.**

430. PRINCIPLES OF LINGUISTICS
4 hours credit
Detailed study of the primary linguistic systems, including phonology, morphology, semantics, syntax and pragmatics. Introduces important sociolinguistic research concerns. As the course is designed for teachers in training, students apply those linguistic concepts to practical language learning problems. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

431. SURVEY OF MODERN ENGLISH GRAMMAR
4 hours credit
A study of modern English grammar accomplished through a variety of language analysis approaches, including traditional, structural and transformational. **Prerequisite:** ENGL 240 or 430 or permission of instructor. **Three hours per week with enhancement.**

432. LITERACY AND ESOL READING
4 hours credit
Introduces students interested in questions of language acquisition to the theories and practices relating to learning to read in a second language or second dialect. Topics included are models for acquiring foreign language reading skills, teaching strategies for second language/dialect literacy, evaluating literacy skills, current research about acquisition of literacy skills, and political and social implications of second language/dialect literacy. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

433. LANGUAGE AND CULTURE
4 hours credit
Linguistics approach to the peculiar relationship between a language and the cultural total of which the language is a part. Examines language variations within a community according to gender, age, geography, ethnicity, socioeconomic class and level of education. Considers the educational, political and economic implications. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

434. LITERACY AND ESOL WRITING
4 hours credit
Introduces students interested in questions of language acquisition to the theories and practices of learning to write in a second language or second dialect. Topics include writing theory, writing strategies, evaluating writing, and writers and rhetorical concerns. Students develop a literacy project, writing materials for specific ESOL students. **Prerequisite:** ENGL 431 or permission of instructor. **Three hours per week with enhancement.**

438. BILINGUALISM
4 hours credit
A study of what it means to be a bilingual child or adult. Explores the mind's role in bilingualism and in language acquisition. Surveys educational systems' response to language variance among students and explores the social, academic and language learning consequences of growing up bilingual in the U.S.A. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

439. SECOND LANGUAGE ACQUISITION
4 hours credit
Introduction to second language acquisition (SLA) theory and the application of SLA theory to second/foreign language teaching practices. Explores what it means to know a language and, hence, how one learns a second language. **Prerequisites:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

447. CURRENT APPROACHES IN ESOL INSTRUCTION
4 hours credit
Familiarizes students with the foundations of teaching English to speakers of other languages (ESOL). Provides for exami-

nation of current theory and empirical data on language learning and teaching. Examine pedagogical implications/applications of teaching methodologies intended for non-native speakers of English by examining the latest research data. Seeks to meet the needs of practicing or prospective teachers enrolled in an undergraduate program. **Prerequisite:** ENGL 428 or permission of instructor. **Three hours per week with enhancement.**

453. MODERN POETRY
4 hours credit
A study of British and American poetry from Yeats through World War II. Poets include Hopkins, Yeats, Eliot, Pound, Frost, Williams, Robinson, Crane, Stevens, Auden and Dylan Thomas. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

454. WRITING CENTERS: THEORY AND PRACTICE
4 hours credit
Introduces students to peer tutoring as a mode of collaborative learning. Focuses on preparing students to lead writing center consultations. **Prerequisite:** C or better in ENGL 102 or 103, consent of instructor. **Three hours per week with enhancement.**

455. NON-FICTION WORKSHOP
4 hours credit
Students analyze in a workshop setting readings in contemporary nonfiction to observe techniques in craftsmanship and present their own nonfiction for intensive examination by workshop participants. May be taken twice for credit. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

461. FEMINIST LITERATURE AND THEORY
4 hours credit
A survey of the growth and transformation of feminist literature and theory from the birth of the woman's movement in the nineteenth century to contemporary cultural feminist writings. We will also investigate modern and contemporary images and representations of women in literature, film and popular culture from a critical perspective that celebrates cultural diversity and alternative viewpoints. **Prerequisites:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

463. LITERARY ANALYSIS
4 hours credit
Analytical approaches to literature designed to teach teachers and prospective teachers traditional, formal, psychological, mythological and exponential analyses of narrative fiction, drama and poetry applied to the various genres. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

464. RHETORICAL CRITICISM
4 hours credit
Introduces critical methods for analyzing persuasive messages in a variety of genres and contexts. **Prerequisite:** C or better in ENGL 306 or 308. **Three hours per week with enhancement.**

465. RESEARCH IN COMPOSITION
4 hours credit
Explores current theories and research on writing process and product. Topics include: definitions of writing; rhetorical contexts; heuristics for pre-writing, writing and rewriting; questions of arrangement, style, grammar, mechanics and assessment. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

466. CURRENT PROBLEMS IN COMPOSITION RESEARCH
4 hours credit
Applies theoretical concepts from ENGL 465 to current issues in composition and rhetoric research (such as basic writing, methods of responding to student writing and audience adaptation). Emphasizes modes of research for continuing investigation of these issues. **Prerequisite:** ENGL 465 or approval of the instructor. **Three hours per week with enhancement.**

467. HISTORY AND THEORY OF RHETORIC
4 hours credit
Study of how changing views of rhetoric affect public attitudes toward writing and influence writing instruction in schools and universities. Emphasizes shifting views toward style, argument and the relationship between persuasion and knowledge. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

471. MEDIEVAL ENGLISH LITERATURE
4 hours credit
A survey of literature produced in and around the British Isles between the 8th and 15th centuries of the Common Era. Anglo-Saxon and other early medieval selections presented in translation although the course includes instruction in rudimentary Old English. Middle English works (excluding Chaucer) presented in the original. Primary texts historicized and contextualized through secondary readings in history, ethnography, the arts, criticism. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

472. LITERATURE OF THE BRITISH RENAISSANCE
4 hours credit
A study of English literature, exclusive of Shakespeare, from 1500 to 1660. Authors studied may include, but are not limited to, More, Sidney, Spenser, Marlowe, Donne, Jonson, Lanyer, Marvell and Milton. Pays special attention to the period's rich and varied modes of poetry, fiction, drama and nonfictional prose. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

473. RESTORATION AND 18TH CENTURY LITERATURE
4 hours credit
A study of British literature from 1660 through the 18th century. Writers studied include Behn, Rochester, Dryden, Defoe, Swift, Pope, Johnson, Boswell, Goldsmith, Burns and Blake. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

474. ROMANTIC LITERATURE
4 hours credit
A study of British poetry and aesthetics from the French Revolution through the first third of the 19th century. Primary readings from Blake, Wordsworth, Coleridge, Byron, Shelley, Keats. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

475. VICTORIAN LITERATURE
4 hours credit
A study of major British literature during the reign of Queen Victoria. Writers studied may include Tennyson, Browning, Arnold, Carlyle, Newman and Ruskin. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

476. BRITISH NOVEL I: BEGINNINGS TO 1837
4 hours credit
A study of the history and development of the British novel from the beginnings to the coronation of Victoria. Novels may

include, but are not limited to, works by Sidney, Behn, Defoe, Richardson, Fielding, Sterne, Burney, Austen and Mary Shelley. A variety of theoretical models are considered. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

477. BRITISH NOVEL II: 1837 TO THE PRESENT
4 hours credit
A study of the British novel from the coronation of Queen Victoria to the present day. Authors may include, but are not limited to, Charles Dickens, George Eliot, Thomas Hardy, Joseph Conrad, Virginia Woolf, Graham Greene and Martin Amis. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

479. CONTEMPORARY TRENDS IN BRITISH LITERATURE
4 hours credit
Contemporary trends in British literature from 1970 to the present. Writers may include Penelope Fitzgerald, Anita Brookner, A. S. Byatt, Seamus Heaney, Geoffrey Hill, Tom Stoppard, William Trevor, Martin Amis, Graham Swift, Ian McEwan and Brian Friel. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

480. COLONIAL AMERICAN LITERATURE
4 hours credit
A study of American literature prior to 1820. Writers studied may include Bradford, Bradstreet, Taylor, Edwards, Franklin, Irving and Cooper. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

481. THE AMERICAN RENAISSANCE
4 hours credit
A study of the Transcendental Movement and literature between 1830 and 1870. Emphasis on the works of Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

482. AMERICAN REALISM AND NATURALISM (1865-1925)
4 hours credit
Investigates the rise of Realism and Naturalism (1965-1925) in American literature and the relationship between the development of these forms and the historical and cultural atmospheres from which they emerged. Authors to be studied may include Henry James, William Dean Howells, Frank Norris, Stephen Crane, Charles Chesnutt, Edith Wharton and Theodore Dreiser. **Prerequisite:** C or better in ENGL 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

483. AMERICAN SOUTHERN WRITERS: MODERN TO PRESENT
4 hours credit
A study of literature produced in the South from 1930 to the present. Writers may include Faulkner, O'Connor, Welty, Porter, Warren, Percy, Capote, Taylor, Grau, Styron and Young. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

484. AMERICAN NOVEL I: BEGINNINGS TO 1900
4 hours credit
A study of major American novels through 1900. Writers studied may include Crane, Hawthorne, Melville and Twain. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

485. AMERICAN NOVEL II: 1900 TO THE PRESENT
4 hours credit
A study of major American novels from 1900 to the present, with a focus on Realism, Modernism and Postmodernism. Authors to be studied may include, but are not limited to, Wharton, Dreiser, Faulkner, Barnes, Capote, DeLillo and Morrison. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

488. CONTEMPORARY TRENDS IN AMERICAN LITERATURE
4 hours credit
Contemporary trends in U.S. literature from 1970 to the present. Writers may include McCarthy, DeLillo, Shepard, Tyler, Vonnegut, C. Johnson, Albee, Kincaid, Morrison, Walker, Silko. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

491. TOPICS IN LINGUISTICS AND LANGUAGE LEARNING
4 hours credit
An examination of selected topics of linguistics as they relate directly to first and second language learning. The course may focus in different semesters on such topics as phonology and language learning, syntactic theory and language learning, or discourse and language learning. This course may be repeated once under different course subtitles. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement.**

492. PRACTICUM IN ENGLISH
1-4 hours credit
Under the close supervision of a master teacher, an advanced student in an English option interns as a teaching assistant in a lower-division course in that option. **Prerequisites:** Nine hours of coursework in that option and approval of department chair. **Variable hours per week.**

493. INDEPENDENT STUDY
4 hours credit
Tutorial course in any area of English. Open to junior and senior English majors with superior English grades. **Prerequisite:** Permission of the department chair prior to registration. One conference weekly. May be taken twice. Not for graduate credit. **Three hours per week with enhancement.**

494. TOPICS IN ENGLISH: WRITING OR FILM
4 hours credit
Intensive study in language or film. May be repeated for credit in different areas of study. **Prerequisite:** C or better in ENGL 102 or 103 or permission of instructor. **Three hours per week with enhancement.**

495. TOPICS IN WRITING AND RHETORIC
4 hours credit
Intensive study of selected topics in writing and rhetoric. May be repeated in different areas of study for a maximum of six hours of credit. **Prerequisite:** C or better in ENGL 306 or 308. **Three hours per week with enhancement.**

497. UNDERGRADUATE RESEARCH
1-4 hours credit
Designed to encourage students to pursue an important area of research under the supervision of an English faculty member. Students will have the opportunity to study a topic in depth and design their own research project to contribute to that area's body of knowledge. Specific topics are indicated on student transcripts. Public presentation required. May be taken for a maximum of four credits. **Prerequisites:** C or better in ENGL 102 or 103, permission of instructor and department chair.

499. ENGLISH HONORS
3 hours credit
Independent study in an area of English leading to an honors thesis. **Prerequisite:** invitation by the Department of English.

500. SEMINAR IN AMERICAN LITERATURE THROUGH THE 19TH CENTURY
3 hours credit
A study of selected topics in American literature through the 19th century. Emphasizes one or more authors, genres or literary themes. May be repeated under different course subtitles. **Three hours per week.**

501. SEMINAR IN AMERICAN LITERATURE OF THE 20TH CENTURY
3 hours credit
A study of selected topics in American literature of the 20th century (up to 1945). Emphasizes one or more authors, genres or literary themes. May be repeated under different course subtitles. **Three hours per week.**

502. SEMINAR IN ENGLISH LITERATURE I
3 hours credit
A study of selected topics in English literature from the beginnings to 1660. Emphasizes one or more authors, genres or literary themes. May be repeated under different course subtitles. **Three hours per week.**

503. SEMINAR IN ENGLISH LITERATURE II
3 hours credit
A study of selected topics in English literature of the Restoration and 18th century. Emphasizes one or more major authors, genres or literary themes. May be repeated under different course subtitles. **Three hours per week.**

504. SEMINAR IN ENGLISH LITERATURE III
3 hours credit
A study in selected topics of English literature of the 19th century. Emphasizes one or more major authors, genres or literary themes. May be repeated under different course subtitles. **Three hours per week.**

505. SEMINAR IN ENGLISH LITERATURE IV
3 hours credit
A study of selected topics in English literature of the 20th century. Emphasizes one or more major authors, genres or literary themes. May be repeated under different course subtitles. **Three hours per week.**

507. STUDIES IN FILM
3 hours credit
Study of a director, period, genre, movement or theme in the area of film. May be repeated twice under different subtitles. **Three hours per week.**

508. METHODS AND THEORIES FOR LITERARY RESEARCH
3 hours credit
Introduces students to the methods and theories that are foundational to the study of literature at the graduate level and the application of those theories to literature. Beginning with New Criticism, the course explores dominant theoretical trends of the 20th century, including, but not limited to, Marxism, Feminism, Psychoanalysis and Multiculturalism. Examine key literary, critical and theoretical terms/concepts as well as learn to analyze secondary sources in the process of producing critically informed work. **Three hours per week.**

509. SEMINAR IN LANGUAGE STUDY
3 hours credit
A study in selected topics in language and linguistics. The course focuses in different semesters on such topics as the new English, descriptive or historical linguistics, morphology-syntax, or phonetics and phonemics, teaching standard English to speakers of other languages or to speakers of other dialects. May be repeated under different course subtitles. **Three hours per week.**

510. SEMINAR IN LITERATURE: SPECIAL TOPICS
3 hours credit
Examines topics in English and American literature which cross traditional, chronological, national or ontological boundaries. May be repeated under different course subtitles. **Three hours per week.**

511. CHAUCER
3 hours credit
Study of representative works by the 14th-century poet Chaucer, taught in their original language, Middle English, with a special emphasis on *The Canterbury Tales*. **Three hours per week.**

512. MILTON
3 hours credit
The sonnets, companion poems, essays and drama. Emphasis on *Paradise Lost*. **Three hours per week.**

513. SHAKESPEARE
3 hours credit
A study of the major comedies and histories with an emphasis on the tragedies. **Three hours per week.**

514. WRITING PROGRAM ISSUES
3 hours credit
Explores successful writing programs, particularly at the college level, and their connections to research/theory in composition. Requires students to evaluate and propose guidelines for composition study and instruction. **Three hours per week.**

515. EASTERN SHORE WRITING PROJECT SUMMER INSTITUTE
6 hours credit
Explores current theories about the composing process and their implications for teaching writing and using writing to teach other content areas. Focuses on adapting and evaluating classroom activities for different grade levels and educational settings. Cross-listed with EDUC 515. **Prerequisite:** Permission of the instructor.

516. FILM HISTORY
3 hours credit
The history of motion pictures with a focus on technical and artistic trends and the work of important artists and directors. **Three hours per week.**

522. INDIVIDUAL AUTHORS
3 hours credit
An intensive study of one to three writers of major stature (choice to be made by the instructor). **Three hours per week.**

528. ESOL TESTS AND MEASUREMENTS
3 hours credit
Introduces students to present-day language theory and practice. Objectives are not only to increase students' skills in writing classroom language tests and assessing standardized instruments, but also to improve their ability to evaluate language research in which testing plays a part. **Prerequisite:** ENGL 532 or 534 or permission of instructor. **Three hours per week.**

530. DIRECTED RESEARCH
3 hours credit
Preparation of optional research project in master's degree program under department supervision.

531. THESIS
3 hours credit

532. LITERACY AND ESOL READING
3 hours credit
Introduces students interested in questions of language acquisition to the theories and practices relating to learning to read in a second language or second dialect. Topics include models for acquiring foreign language reading skills, teaching strategies for second language/dialect literacy, evaluating literacy skills, investigating current research about acquisition of literacy skills, and exploring political and social implications of second/language/dialect literacy. **Three hours per week.**

533. ESOL PROGRAM DEVELOPMENT
3 hours credit
Introduces students to the theory, practice and special needs in developing and implementing an ESOL curriculum in a public, private or business enterprise for language learners K-adult. Allows students to explore the complexities involved in planning and developing a language curriculum; sensitize themselves to the cultural conflicts and biases, both sociolinguistic and linguistic, which are faced by limited English-proficient students; and to prepare for the actual writing and implementing of an ESOL curriculum where needed. **Three hours per week.**

534. LITERACY AND ESOL WRITING
3 hours credit
Introduces students interested in questions of language acquisition to the theories and practices of learning to write in a second language or second dialect. Topics include writing theory, writing strategies, and second language writers and rhetorical concerns. In addition, students will examine teaching methodologies for second language/dialect literacy, evaluating literacy skills, current research about acquisition of literacy skills, and political and social implications of second language/dialect literacy. **Prerequisite:** ENGL 537 or permission of instructor. **Three hours per week.**

535. LANGUAGE AND CULTURE
3 hours credit
Emphasizes a linguistic approach to the peculiar relationship between a language and the cultural total of which the language is a part. It examines language variations within a community according to gender, age, geography, ethnicity, socioeconomic class and education, while considering the educational, political and economic implications. Specifically, this course should be considered an exploration of the study of language in its social setting. **Three hours per week.**

536. PRINCIPLES OF LINGUISTICS
3 hours credit
An introductory study of nature of language from both a theoretical and applied perspective. The focus is on the study of sounds and articulation (phonetics), sound systems (phonology), word structure and formation (morphology), phrase and sentence structure (syntax), aspects of meaning (semantics) and will also concentrate on applied aspects of linguistic study such as neurolinguistics, psycholinguistics, sociolinguistics, computational linguistics, and first and second language acquisition. To provide students with a fundamental understanding of core areas of linguistics and to equip students with the analytical techniques and methods required to solve questions about language. **Three hours per week.**

537. SURVEY OF MODERN ENGLISH GRAMMAR
3 hours credit
To provide an understanding of the systematic structure and rules of English, i.e., the system underlying the construction of possible sentences in the English language; the grammatical terminology and concepts necessary for the analysis of English structures, i.e., the metalanguage of analysis; the application of such a theoretical background in the actual linguistic analysis of English constructions; the utility of such a knowledge in the future teaching of English, to both native and ESOL speakers; and some typical fallacies concerning the structure and pedagogical applications of English grammar. **Three hours per week.**

538. BILINGUALISM
3 hours credit
To familiarize students with various aspects of bilingual education and language contact from a social-psychological perspective. Explore the role of the mind in bilingualism and in language acquisition. Content addresses the societal, political and cultural implications of bilinguality and the cognitive and educational implications. It aims to provide analysis and evaluation of current theory and research on bilingualism, as well as for examination of pertinent pedagogical implications/applications. **Three hours per week.**

539. SECOND LANGUAGE ACQUISITION
3 hours credit
An introduction to second language acquisition (SLA) theory and application of SLA theory to second/foreign language teaching practices. Explores what it means to know a language and, hence, how one learns a second language. **Three hours per week.**

547. CURRENT APPROACHES IN ESOL INSTRUCTION
3 hours credit
Familiarizes students with the foundations of teaching English to speakers of other languages (ESOL). It provides for examination of current theory and empirical data on language learning and teaching. Participants will examine pedagogical implications/applications of teaching methodologies intended for non-native speakers of English by examining the latest research data. This course seeks to meet the needs of practicing or prospective teachers enrolled in a graduate program. **Prerequisite:** ENGL 428/528 or permission of instructor. **Three hours per week.**

553. MODERN POETRY
3 hours credit
A study of British and American poetry from Yeats through World War II. Poets include Hopkins, Yeats, Eliot, Pound, Frost, Williams, Robinson, Crane, Stevens, Auden and Dylan Thomas. **Three hours per week.**

561. FEMINIST LITERATURE AND THEORY
3 hours credit
A survey of the growth and transformation of feminist literature and theory from the birth of the woman's movement in the nineteenth century to contemporary cultural feminist writings. We will also investigate modern and contemporary images and representations of women in literature, film and popular culture from a critical perspective that celebrates cultural diversity and alternative viewpoints. **Three hours per week.**

564. RHETORICAL CRITICISM
3 hours credit
Introduces critical methods for analyzing persuasive messages in a variety of genres and contexts. **Three hours per week.**

565. RESEARCH IN COMPOSITION
3 hours credit
Explores current theories and research on writing process and product. Topics include: definitions of writing; rhetorical contexts; heuristics for pre-writing, writing and rewriting; questions of arrangement, style, grammar, mechanics and assessment. **Three hours per week.**

566. CURRENT PROBLEMS IN COMPOSITION RESEARCH
3 hours credit
Applies theoretical concepts from ENGL 465 to current issues in composition and rhetoric research (such as basic writing, methods of responding to student writing and audience adaptation). Emphasizes modes of research for continuing investigation of these issues. **Prerequisite:** ENGL 465/565 or approval of the instructor. **Three hours per week.**

567. HISTORY AND THEORY OF RHETORIC
3 hours credit
Study of how changing views of rhetoric affect public attitudes toward writing and influence writing instruction in schools and universities. Emphasizes shifting views toward style, argument and the relationship between persuasion and knowledge. **Three hours per week.**

571. MEDIEVAL ENGLISH LITERATURE
3 hours credit
A survey of literature produced in and around the British Isles between the 8th and 15th centuries of the Common Era. Anglo-Saxon and other early medieval selections presented in translation although the course includes instruction in rudimentary Old English. Middle English works (excluding Chaucer) presented in the original. Primary texts historicized and contextualized through secondary readings in history, ethnography, the arts, criticism. **Three hours per week.**

572. ELIZABETHAN AND JACOBEAN LITERATURE
3 hours credit
A study of major British literature, exclusive of Shakespeare, from 1500-1660. Authors include Sidney, Spenser, Donne and Milton. **Three hours per week.**

573. RESTORATION AND 18TH CENTURY LITERATURE
3 hours credit
A study of British literature from 1660 through the 18th century. Writers studied include Behn, Rochester, Dryden, Defoe, Swift, Pope, Johnson, Boswell, Goldsmith, Burns and Blake. **Three hours per week.**

574. ROMANTIC LITERATURE
3 hours credit
A study of British poetry and aesthetics from the French Revolution through the first third of the 19th century. Primary readings from Blake, Wordsworth, Coleridge, Byron, Shelley, Keats. **Three hours per week.**

575. VICTORIAN LITERATURE
3 hours credit
A study of major British literature during the reign of Queen Victoria. Writers studied may include Tennyson, Browning, Arnold, Carlyle, Newman and Ruskin. **Three hours per week.**

576. BRITISH NOVEL I: BEGINNINGS TO 1837
3 hours credit
A study of the history and development of the British novel from the beginnings to the coronation of Victoria. Novels may include, but are not limited to, works by Sidney, Behn, Defoe, Richardson, Fielding, Sterne, Burney, Austen and Mary Shelley. A variety of theoretical models are considered. **Three hours per week.**

577. BRITISH NOVEL II: 1837 TO THE PRESENT
3 hours credit
A study of the British novel from the coronation of Queen Victoria to the present day. Authors may include, but are not limited to, Charles Dickens, George Eliot, Thomas Hardy, Joseph Conrad, Virginia Woolf, Graham Greene and Martin Amis. **Three hours per week.**

579. CONTEMPORARY TRENDS IN BRITISH LITERATURE
3 hours credit
Contemporary trends in British literature from 1970 to the present. Writers may include Penelope Fitzgerald, Anita Brookner, A. S. Byatt, Seamus Heaney, Geoffrey Hill, Tom Stoppard, William Trevor, Martin Amis, Graham Swift, Ian McEwan and Brian Friel. **Three hours per week.**

580. COLONIAL AMERICAN LITERATURE
3 hours credit
A study of American literature prior to 1820. Writers studied may include Bradford, Bradstreet, Taylor, Edwards, Franklin, Irving and Cooper. **Three hours per week.**

581. THE AMERICAN RENAISSANCE
3 hours credit
A study of the Transcendental Movement and literature between 1830 and 1870. Emphasis on the works of Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson. **Three hours per week.**

582. AMERICAN REALISM AND NATURALISM (1865-1925)
3 hours credit
Investigation of the rise of Realism and Naturalism (1865-1925) in American literature and the relationship between the development of these forms and the historical and cultural atmospheres from which they emerged. Authors to be studied may include Henry James, William Dean Howells, Frank Norris, Stephen Crane, Charles Chesnutt, Edith Wharton and Theodore Dreiser. **Three hours per week.**

583. AMERICAN SOUTHERN RENAISSANCE: 1930-1970
3 hours credit
A study of fiction produced in the South between 1930 and 1970. Writers may include Glasgow, Faulkner, O'Connor, Welty, Porter, Warren, Percy, Capote, Taylor, Grau, Styron and Young. **Three hours per week.**

584. AMERICAN NOVEL I: BEGINNINGS TO 1900
3 hours credit
A study of major American novels through 1900. Writers studied may include Crane, Hawthorne, Melville and Twain. **Three hours per week.**

585. AMERICAN NOVEL II: 1900 TO THE PRESENT
3 hours credit
A study of major American novels from 1900 to the present, with a focus on Realism, Modernism and Postmodernism. Authors to be studied may include, but are not limited to, Wharton, Dreiser, Faulkner, Barnes, Capote, DeLillo and Morrison. **Three hours per week.**

588. CONTEMPORARY TRENDS IN AMERICAN LITERATURE
3 hours credit
Contemporary trends in U.S. literature from 1970 to the present. Writers may include McCarthy, DeLillo, Shepard, Tyler, Vonnegut, C. Johnson, Albee, Kincaid, Morrison, Walker, Silko. **Three hours per week.**

590. TOPICS IN ENGLISH: LITERATURE
1-3 hours credit
Intensive study of a literary genre, figure or period. May be repeated for credit in different areas of study.

591. TOPICS IN LINGUISTICS AND LANGUAGE LEARNING
3 hours credit
An examination of selected topics of linguistics as they relate directly to first and second language learning. The course may focus in different semesters on such topics as phonology and language learning, syntactic theory and language learning, or discourse and language learning. This course may be repeated once under different course subtitles. **Three hours per week.**

592. PRACTICUM IN ENGLISH
1-3 hours credit
Under the close supervision of a master teacher, an advanced student in an English option interns as a teaching assistant in a lower-division course in that option. **Prerequisites:** Nine hours of course work in that option, approval of department chair. **Variable hours per week.**

594. TOPICS IN ENGLISH: WRITING OR FILM
1-3 hours credit
Intensive study in language or film. May be taken for credit in different areas of study.

595. TOPICS IN WRITING AND RHETORIC
3 hours credit
Intensive study of selected topics in writing and rhetoric. May be taken in different areas of study for a total of six hours of credit. **Three hours per week.**

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

400. BUSINESS ENGLISH FOR INTERNATIONALS
3 hours credit
Introduction to the specific English language skills needed in the genre of business and in technical communication for students for whom English is not a native language. The course aims at augmenting English skills through contextualized vocabulary and language enrichment via exposure to content-rich materials in the area of marketing, international business, management and computer applications. Students will be exposed to both formal and informal protocols of the discourse of business English via a variety of media. **Prerequisite:** Permission of the instructor. **Three hours per week.**

ENVIRONMENTAL HEALTH SCIENCE (ENVH)

110. INTRODUCTION TO ENVIRONMENTAL SCIENCE
3 hours credit
Introduction to the interactions of living organisms and the environment, with an emphasis on human interactions. Environmental science principles, consequences of environmental pollution and resource depletion that lead to environmental degradation are presented. Global environmental challenges, such as global stratospheric ozone depletion and biodiversity loss are examined, along with air and water pollution and population issues. May not be used to satisfy requirements for the environmental health science major. **Three hours per week. Meets General Education IVB (Prior to Fall 2008: IIIB).**

210. INTRODUCTION TO ENVIRONMENTAL HEALTH SCIENCE
3 hours credit
Introduces students to aspects of human impact on the environment and means of monitoring, controlling and regulating detrimental practices. Topics include food technology and protection; housing, industrial, occupational and recreational environments; air quality, waste management; and water quality and pollution control programs. May be taken for biology credit by non-environmental health science majors. **Prerequisite:** BIOL 210 or 212 or 213. **Three hours per week.**

301. PRINCIPLES OF EPIDEMIOLOGY
3 hours credit
Introduction to basic principles, history and scope of epidemiology. Emphasis on study of patterns of diseases related to environmental factors. May be taken for biology credit by non-environmental health science majors. **Prerequisites:** ENVH 210 and MATH 155 or 213. **Three hours per week.**

302. FOOD ASPECTS OF ENVIRONMENTAL HEALTH SCIENCE
3 hours credit
Study of food and dairy products process, handling, preparation, storage, preservation, associated illnesses and regulatory programs as they impact human health and environmental health control programs. May be taken for biology credit by non-environmental health science majors. **Prerequisite:** ENVH 210. **Three hours per week.**

310. SHELTER AND INSTITUTIONAL ENVIRONMENTS
3 hours credit
Study of environmental health problems associated with human dwellings. Emphasizes sociological and educational principles as important to problem solution. Considers environmental health problems of hospitals, nursing homes, jails, schools, colleges and other public institutions. **Prerequisite:** ENVH 301. **Three hours per week.**

320. SAFETY AND OCCUPATIONAL HEALTH
3 hours credit
Study of health and safety problems found in industry and analysis of acute and chronic diseases associated with various occupations and industrial settings. Considers Occupational Safety and Health Administration (OSHA) regulations and other federal and state mandates in depth. **Prerequisite:** ENVH 301. **Three hours per week.**

330. SOLID AND HAZARDOUS WASTE MANAGEMENT
3 hours credit
Study of the generation, collection and disposal of solid and hazardous waste materials. Considers Toxic Substance Control Act, Department of Transportation Regulation, the Resource Conservation and Recovery Act in detail. **Prerequisite:** CHEM 221. **Three hours per week.**

415. RESEARCH IN ENVIRONMENTAL HEALTH SCIENCE
3 hours credit
Research experience as an independent study under the supervision of a faculty member. **Prerequisite:** Permission of instructor. **Schedule to be arranged individually.**

420. READINGS IN ENVIRONMENTAL HEALTH SCIENCE
1-2 hours credit
Selected readings in a specific area of environmental health science. Process of gathering, interpreting and communicating specific information is emphasized. Ten pages of research report(s) are required for each credit hour. **Prerequisites:** Junior or senior standing and approval of the instructor.

425. TOXICOLOGY
3 hours credit
Introduction to basic principles, history and scope of modern toxicology, and to the effects and to the mechanisms of toxicants. Includes applications to risk assessment, regulations and industry. Cross-listed with BIOL 425. May not be taken for credit if student has credit for BIOL 425. **Prerequisite:** Junior standing, eight hours of chemistry or eight hours of biology or permission of instructor. **Three hours per week.**

430. GROUND AND SURFACE WATER QUALITY
4 hours credit
Study of the science and management of ground and surface water quality. Emphasis on health effects exposure assessment, regulation and public health policy. Local, regional and global water quality issues covered. **Prerequisites:** ENVH 210, junior standing and 16 hours of science courses. **Three hours lecture, three hours laboratory per week.**

440. AIR QUALITY
4 hours credit
Study of the science and management of ambient and indoor air quality. Emphasis on health effects, exposure assessment, regulation and public health policy. Local, regional and global air quality issues covered. **Prerequisites:** ENVH 210, junior standing and 16 hours of science courses. **Three hours lecture, three hours laboratory per week.**

450. PUBLIC HEALTH ADMINISTRATION
3 hours credit
In-depth analysis of management practices and policies for environmental health programs. Considers relationship of these programs to federal and state government agencies. **Prerequisites:** ENVH 301 and either senior standing as an environmental health major or approval of program director. **Three hours per week.**

475. ENVIRONMENTAL ADMINISTRATION AND INTERNSHIP
6 hours credit
Basic concepts of environmental management, law, economics and risk analysis are presented during the spring, followed in the summer by an approved internship for a minimum of 40 hours a week for five weeks and participation in the a fall seminar series of presentations by student interns in the class. **Prerequisite:** Permission of the program director. **One hour per week in spring and fall, plus minimum of 40 hours per week for five weeks in summer.**

490. SPECIAL TOPICS IN ENVIRONMENTAL HEALTH SCIENCE
1-4 hours credit
Study of a specific area in environmental health science. Topic varies semester to semester. May be taken for up to eight credit hours under different subtitles. **Prerequisite:** ENVH 301.

495. ENVIRONMENTAL HEALTH FIELD EXPERIENCE OPTION
1-3 hours credit
Work experience in an environmental health science or environmental protection office or agency. Does not substitute for the required ENVH 475 internship. **Prerequisites**: Junior standing, environmental health major and approval of advisor. **Three hours work per week per credit hour up to three credit hours.**

ENVIRONMENTAL STUDIES (ENVR)

102. INTRODUCTION TO SUSTAINABILITY
3 hours credit
Experiential examination of the effects human activities have on the environment. Field trips may include aquaculture facilities, commercial fishing operations, factory farms (of both plants and animals), organic farms, large-scale composting operations, sewage treatment plants, pine plantations, chip mills and power plants. **Three hours per week. Meets General Education IVB (Prior to Fall 2008: IIIB).**

150. ENVIRONMENTAL PERSPECTIVES
4 hours credit
Interdisciplinary study of environmental issues with content that may vary semester to semester. A selected environmental topic is covered in depth from the perspective of different disciplines. Challenges students to evaluate environmental issues under differing contexts and perspectives. May be taken twice under different course topics. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

200. ENVIRONMENTAL STUDIES IN THE AMAZON
3 hours credit
Central course for the environmental studies winter program in Brazil. An intensive five-week introduction to the history, politics, geography, culture and biology of the Amazonian region of Brazil. Interdisciplinary approach includes lectures, field excursions and applied projects in Brazil. **Over five weeks, 15 three-hour classes and 10 extended day trips.**

205. ART, NATURE, CULTURE
4 hours credit
Considers how humans – individually and collectively – have understood nature, primarily drawing from philosophy, literature, history and the arts. Special emphasis upon the genre of natural history as a bridge between the questions raised by the humanities about the living world and the natural sciences. **Three hours per week with enhancement.**

210. PRINCIPLES OF ENVIRONMENTAL ECONOMICS
4 hours credit
Introduction to the ideas and tools economists use to understand human behavior that is constrained by scarce resources with applications to environmental policy. Analytic tools, including demand and supply analysis, will be used to introduce students to policies to address externalities, including the use of taxes, subsidies and marketable pollution permits. **Three hours per week with enhancement.**

300. ENVIRONMENT AND SOCIETY: METHODS AND ANALYSIS
4 hours credit
Provides an overview of methodologies for the study of the interactions between human societies and the environment, with particular attention to the social sciences and history. Focus on the emergence of environmental policy regimes, and public and political discourses surrounding those regimes. **Prerequisite:** ENVR 102. **Three hours per week with enhancement.**

305. TOPICS IN HUMANITIES/SOCIAL SCIENCES
4 hours credit
Interdisciplinary investigation of a topic in the environmental humanities or social sciences. May be taken three times under different course titles. **Prerequisites:** ENVR 102 and ENVR 200, 205 or 300. **Three hours per week with enhancement.**

350. TOPICS IN THE NATURAL SCIENCES
4 hours credit
Interdisciplinary investigation of a topic in the environmental natural sciences. May be taken three times under different course titles. **Prerequisite:** Two lab science courses in different departments. **Three hours per week with enhancement.**

400. CONTEMPORARY ENVIRONMENTAL ISSUES
1 hour credit
Discussion seminar focused upon the review and analysis of environmental topics in the mainstream media. **Prerequisite:** ENVR 102. **One hour per week.**

460.TOPICS IN CHESAPEAKE BAY STUDIES
3-4 hours credit
Interdisciplinary investigation of the social, cultural and physical aspects of the Chesapeake Bay and its associated human communities. Special attention to the environmental impacts of human actions and decisions in the Chesapeake Bay watershed and the ways in which environmental factors have in turn impacted human communities. May be taken twice under different course titles. **Prerequisites:** Sophomore standing. **Three to four hours per week.**

480. INTERNSHIP IN ENVIRONMENTAL STUDIES
3-6 hours credit
Provides opportunities to apply theory, principles and knowledge within a practical experience in a local, state, federal or private organization. Major paper and journal required. **Prerequisite:** Permission of environmental studies advisor. **Eight hours a week for 14 weeks or equivalent.**

495. ENVIRONMENTAL FIELD STUDIES
1-4 hours credit
Field course taught abroad or in a remote setting within the United States. Particular attention to the interdisciplinary environmental issues associated with a particular location in which the field study occurs from a primarily humanistic or social science perspective. May be taken twice for different field courses. **Prerequisites:** Sophomore standing. **Variable hours per week.**

499. ENVIRONMENTAL SENIOR SEMINAR
4 hours credit
Seminar and practicum focused on local environmental issue. Students will analyze the issue by doing background research and interviewing stakeholders. The seminar will culminate with a formal presentation in which students present their analysis and suggestions. Suggestions will be implemented if time and topic permits. **Prerequisites:** Junior status and completion of 20 core credits in environmental studies major. **Three hours per week with enhancement.**

EXERCISE SCIENCE (EXSC)

102. EMERGENCY PREPAREDNESS
3 hours credit
Techniques of cardiopulmonary resuscitation (CPR) for the professional rescuer. AED, standard first aid and safety concepts are presented. Acquire and develop the knowledge, skills and abilities (KSA) necessary to give proper care in an emergency situation through readings, classroom discussions, video presentations, practical skills and injury scenarios. Students who meet the standards receive certification. Personal safety in society and disaster preparedness issues also are addressed. **Prerequisite:** Admission to the Exercise Science Program or instructor's permission. **Three hours per week.**

185. INTRODUCTION TO EXERCISE SCIENCE
1 hour credit
Introduces the student to the exercise science discipline. Examination of concepts including professionalism, ethics, certification and licensure, employment opportunities and scientific foundations of the various subdisciplines. **One hour per week.**

213. INJURY PREVENTION AND EMERGENCY MANAGEMENT
4 hours credit
Basic first aid and emergency concepts (CPR), as well as prevention, recognition, treatment and management of injuries and physical disabilities that effect exercise. Initial and follow-up care are studied, along with the influence of training and program design on adaptations associated with diseases, functional disabilities and injuries that affect strengthening techniques. **Four hours per week.**

237. EXERCISE LEADERSHIP
3 hours credit
Comparison of fitness programs currently offered in community settings. Emphasis on leading exercise for individuals and groups within these settings. Credit may not be received for both EXSC 237 and PHEC 237 or 482. **Prerequisite:** PHED 108. **Three hours per week.**

240. FITNESS TESTING
4 hours credit
Presents practical as well as theoretical knowledge about the various models and protocols used in health-related fitness assessment. Focuses on developing expertise in preparation of clients for fitness testing, utilization of various modes of exercise testing and test interpretation. **Three hours lecture, two hours lab per week.**

250. STRENGTH TRAINING TECHNIQUES AND PROGRAM DESIGN
4 hours credit
Examination of strength training techniques and program design. Emphasis placed on proper form and utilization of various workout designs to complement larger training goals. Gain experience in the theoretical and practical aspects of designing individual workout sessions, periodization and programming to enhance progression. May not receive credit for both EXSC 250 and EXSC 312. **Prerequisite:** PHED 106/PHED108. **Three hours lecture, two hours lab per week.**

295. FITNESS INSTRUCTION
4 hours credit
Learn to design and lead group exercise sessions and one-on-one personal fitness training exercise sessions offered in community and wellness settings. Demonstrate or lead exercise screening and clearance, assessment, evaluation, prescription and instruction for individualized and group exercise programming. Learn physiological and biomechanical principles related to group and individual exercise sessions as well as safety, motivation and adherence, and modifications for diverse populations. Progressive exercise programming for both individual and group exercise settings is applied through laboratory experiences. Assists in meeting the requirements to be eligible for and pass a group fitness instruction, personal fitness training, or strength and conditioning certification. **Prerequisite:** PHEC 106, EXSC 250. **Three hours lecture, two hours lab per week.**

300. HEALTH-FITNESS PROGRAMS AND PROFESSIONS
4 hours credit
Introduction to the exercise science discipline, including certification and licensure, organizations, and employment opportunities. Examines the health-fitness specialist's role in facility administration and program management, including health promotion programming, marketing, equipment maintenance, facility design and documented safety procedures. May not receive credit for both EXSC 300 and EXSC 335. **Prerequisite:** PHEC 106. **Four hours per week.**

301. RESEARCH METHODS IN EXERCISE SCIENCE
3 hours credit
Designed to help students understand, evaluate and conduct exercise science research. Class members will learn basic concepts and procedures used for conducting research and will become better consumers of research. Students will collaborate to design and present their original research study proposal. **Prerequisite:** Fifteen hours in exercise science and/or athletic training. **Three hours per week.**

308. RESEARCH IN EXERCISE SCIENCE
3 hours credit
Designed to help students understand, evaluate and conduct exercise science research. Examine the basic concepts and procedures used for conducting research, acquire skills required to become better consumers of research and develop an understanding of how to apply research findings. Collaborate to design and present an original research study. **Prerequisite:** Permission of the instructor. **Nine hours per week.**

333. KINESIOLOGY
4 hours credit
Examination of the structure and function of the human body

and the mechanical principles affecting its movement. Review of the musculoskeletal system followed by an in-depth study of how human movement occurs. Presentation of nomenclature of the body planes, axes and movement. May not receive credit for both PHEC 333 and PHEC 433. **Major Prerequisite:** BIOL 215. **Non-Major Prerequisite:** BIOL 216. **Five hours per week.**

344. EXERCISE PHYSIOLOGY
4 hours credit
In-depth study of changes that occur due to acute and chronic exercise. Emphasis on circulatory, nervous and muscular systems. May not receive credit for both EXSC 344 and EXSC 332. **Major Prerequisites:** BIOL 215, 216.**Non-Major Prerequisite:** BIOL 205. **Five hours per week.**

462. EXERCISE AND SPECIAL POPULATIONS
4 hours credit
In-depth study of changes that occur due to acute and chronic exercise and the influence of aging on these processes. Examination of physiologic differences among individuals with various medical conditions. Behavioral modification counseling skills for various populations are developed. **Prerequisites:** EXSC 240, 250, 344. **Four hours per week.**

472. STRESS TESTING AND EXERCISE PRESCRIPTION
4 hours credit
Presents practical as well as theoretical knowledge about the various modes and protocols used in graded exercise testing, basic electrocardiography and exercise prescription based on testing results. Laboratory sessions provide opportunities for students to gain practical experience in performing various physiological testing procedures. May not receive credit for both EXSC 472 and EXSC 481. **Prerequisites:** EXSC 240, 344. **Three hours lecture, two hours lab per week.**

479. INTERNSHIP IN EXERCISE SCIENCE
1-12 hours credit
Internship experience designed to provide students with an opportunity to gain real-world experience in exercise science settings. Students select an internship site and complete 540 hours of work, completing assignments as outlined in the *Exercise Science Internship Manual.* **Prerequisite:** EXSC 333, 344 and 90 credit hours or departmental approval. **Corequisite:** EXSC 480. **Three to 36 hours per week for a total of 540 hours.** *(P/F)*

480. EXERCISE SCIENCE SEMINAR
2 hours credit
Review of the American College of Sports Medicine's knowledge, skills and abilities (KSA) for a Health-Fitness Specialist (HFS). Exercise science majors must pass a national credentialing exam in the health-fitness field. Prepares students for the American College of Sports Medicine's HFS examination. **Prerequisite:** EXSC 462, 472. **Two hours per week.** *(P/F)*

490. SELECTED TOPICS IN HEALTH
3 hours credit
Provides opportunities to investigate special themes or issues of interest to students and the health profession. Topics will vary each semester. May be repeated once under different course subtitles for a total of six credits. **Prerequisite:** Designated by topic. **Three hours per week.**

FINANCE (FINA)

104. PERSONAL FINANCE
3 hours credit
Comprehensive survey of personal financial topics including budgeting; borrowing; savings and investments; life, health and casualty insurance; and home buying. Emphasis on lifetime economic cycle. **Three hours per week.**

311. FINANCIAL MANAGEMENT
3 hours credit
Addresses fundamental concepts in financial management such as security markets, interest rates, taxes, risk analysis, time value of money, valuation models and related global issues. Explains how financial managers help maximize the value of a firm by making capital budgeting, cost of capital and capital structure decisions. **Prerequisites:** Majors: Admission to the professional program, ECON 211, 212. Minors or others: junior status, ACCT 201, MATH 155, ECON 150 or 211. **Three hours per week.**

312. RISK MANAGEMENT AND INSURANCE
3 hours credit
Examines principles and practices of asset and income conservation for businesses and individuals through various risk-management techniques including insurance. **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**

338. SPECIAL TOPICS IN FINANCE
3 hours credit
Advanced study of varying finance topics based on students' interests and needs. May be repeated once for credit under different subtitle. May substitute for finance major elective depending on the topic (see director of undergraduate studies). **Major Prerequisites:** Varies by topics and admission to Professional Program. **Non-Major Prerequisites:** Varies by topics and junior standing. **Three hours per week.**

440. CORPORATE FINANCE
3 hours credit
Study of corporate financial policy issues within the context of value creation. Topics include in-depth analysis of advanced capital budgeting methods, capital structure policy, dividend policy, derivatives and hedging risk within the context of corporate financial policy. Case studies, application-oriented articles and daily media reports used to bridge the academic/theoretical arguments to the real life problems/situations. **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**

441. INVESTMENTS I
3 hours credit
Examines the capital market and marketable securities traded in the market, with emphasis on stocks and fixed income securities. Topics include portfolio theory, the efficient market hypothesis and evaluation of portfolio performance. **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**

442. FINANCIAL DERIVATIVES
3 hours credit
Advanced study of security markets and investment alternatives. Topics include options, futures, advanced security analysis, portfolio theory, portfolio management and international dimensions of investing. **Prerequisite:** FINA 441 with C or better. **Three hours per week.**

443. ESSENTIALS OF REAL ESTATE
3 hours credit
Analysis of the structure of real estate markets. Study of principles of mortgage lending, property appraisal and real estate investments. **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**

445. FINANCIAL INSTITUTIONS AND MARKETS
3 hours credit
Examines the structure and functions of depository and non-depository financial institutions, the money and capital markets, and the role of government in the financial markets. **Prerequisite:** FINA 311 with grade of B or better or economics major with senior status. **Three hours per week.**

446. RETIREMENT PLANNING
3 hours credit
Introduces the student to the study and application of contemporary techniques for individual retirement planning. The instruction will include the retirement field as a profession, as well as the personal financial planning process (budgeting, emergency fund planning, credit and debt management) and personal financial statements. Other specific topics covered include: the Social Security system and Medicare, defined benefit plans versus define contribution plans, vesting, tax effects of investing, qualified versus nonqualified plans and tax-advantaged retirement plans (401K, 403b, etc. accounts). **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**

447. INTERNATIONAL FINANCIAL MANAGEMENT
3 hours credit
Analysis of the foreign exchange markets, exchange rate behavior and risk management, international trade financing, country risk analysis, international banking and the role of direct foreign investment. **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**

448. ESTATE PLANNING
3 hours credit
Introduces the student to the study and application of contemporary techniques for individual estate planning. The instruction will include the estate-planning field as a profession, as well as relevant financial services industry regulation. The course covers: the personal financial planning process (budgeting, emergency fund planning, credit and debt management), personal financial statements, property titling (types and consequences), monetary settlement, property transfer at death and estate documents. **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**

449. PRACTICUM IN PORTFOLIO MANAGEMENT
3 hours credit
Practical experience in managing an investment portfolio in a teamwork environment, with emphasis on economic, industry and company analysis; report preparation; security selection; daily decision making; record keeping; and performance evaluation. Students will be responsible for making all material decisions in managing the Perdue School Student Managed Investment Fund and interact regularly with external advisors for feedback on their research. Completion of this course satisfies the ABLE requirement. May be repeated for an additional three hours credit. **Prerequisites:** FINA 441 and permission of instructor. **Three hours per week.**

450. CASE STUDIES IN PERSONAL FINANCIAL PLANNING
3 hours credit
Examines professional issues in financial planning, including ethical considerations, regulation and certification requirements, written communication skills, and professional responsibility. Utilize skills obtained in other courses and work experiences in the completion of a comprehensive personal finance case, other mini-case studies and calculation templates. **Prerequisites:** FINA 311, 441 and 446 or 448. **Three hours per week.**

490. FINANCE INTERNSHIP
3 hours credit
Intern experience in finance. May be used as a business concentration/track elective if approved by the school dean. **Prerequisites:** Finance major, FINA 311 with grade of B or better, placement approval and permission of the department chair, completion of ABLE Office administrative requirements. **Three hours per week.**

491. ADVANCED FINANCE INTERNSHIP
1-3 hours credit
Research associated with an internship experience in finance. **Prerequisite:** FINA 490 or ABLE requirement, placement approval and permission of the department chair, completion of ABLE administrative requirements. **One to three hours per week.**

535. HEALTH CARE FINANCE
3 hours credit
Introduction to financial management in the health care environment. Designed for nurse/managers, this course covers financial accounting and analysis, financial management (including the mathematics of finance), cost accounting, budgeting, control systems, forecasting, working capital management and third party reimbursements. **Three hours per week.**

540. GRADUATE SURVEY OF FINANCE
3 hours credit
Comprehensive course in modern financial management. Includes financial theories, working capital management, capital acquisition, international finance, mergers and acquisitions, bankruptcy and reorganization and leasing. M.B.A. leveling course. **Prerequisite:** Provisional status in M.B.A. program and BUAD 510, 520, 530 or permission of M.B.A. director. **Three hours per week.**

626. MANAGERIAL FINANCE
2 hours credit
Review of financial theory and techniques. Topics include capital acquisition, risk analysis, use of the capital asset pricing model, advanced capital budgeting and multinational corporate finance. **Prerequisites:** Admission to the M.B.A. program; completion of IVY Software Finance Assessment; ACCT 618; FINA 311 (or equivalent) with a grade of C or better. **Four hours per week for half a semester.**

650. CORPORATE FINANCIAL MANAGEMENT
3 hours credit
Review of financial theory and techniques. Topics include long-term investment decisions, capital structure and dividend policy, long-term financing decisions, financial analysis and planning, short-term financial management, and multinational financial management. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

685. INTERNATIONAL FINANCE SEMINAR
3 hours credit
Study of international aspects of business management and the environment of international business. Topics selected from international finance, the economics of international finance, the economics of international trade, environmental factors (e.g., cultural, legal, political) and the major aspects of business operations in the global environment. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

FRENCH (FREN)

101. ELEMENTARY FRENCH I
4 hours credit
Beginning spoken and written French with emphasis on the sound system and the basic structures of the language. Any student with two or more years of high school French or equivalent experience is ineligible for this course without expressed permission of the instructor. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

102. ELEMENTARY FRENCH II
4 hours credit
Continuation of skill development in spoken and written French with further study of major structures. **Recommended Prerequisite:** FREN 101 or at least one year of high school French. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

201. INTERMEDIATE FRENCH
4 hours credit
Continued development and refinement of language skills with emphasis on reading, writing and vocabulary development. **Recommended Prerequisite:** FREN 102 or at least two years of high school French. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

202. INTERMEDIATE AND APPLIED FRENCH
4 hours credit
Continued development, refinement and application of language skills with emphasis on reading, writing and vocabulary development. Satisfies the language requirement for English majors. **Recommended Prerequisite:** FREN 201 or at least three years of high school French. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

290. INTERMEDIATE FRANCOPHONE TOPICS
1-4 hours credit
Study of French or Francophone topic that is literary, cultural or linguistic in nature. **Prerequisite:** FREN 202. **One to four hours per week.**

300. FRANCOPHONE TOPICS
1-4 hours credit
In-depth study of French or Francophone topic that is literary, cultural or linguistic in nature. **Prerequisite:** FREN 202. **One to four hours per week.**

310. FRENCH GRAMMAR AND COMPOSITION
4 hours credit
Intensive review and application of grammar using exercises, compositions, dictation and papers to strengthen proficiency in writing. Continued acquisition of vocabulary and oral skills. **Recommended Prerequisite:** FREN 202 or equivalent experience. **Three hours per week with enhancement.**

312. FRENCH CONVERSATION
4 hours credit
Proficiency-based conversation focusing on the refinement of listening and speaking skills and vocabulary acquisition through role playing, small group and class discussion, oral reports and presentations. Introduction to phonetics. **Recommended Prerequisite:** FREN 202 or equivalent experience. **Three hours per week with enhancement.**

316. FRANCOPHONE CULTURE AND CIVILIZATION I
4 hours credit
Study of geography of France and Francophone civilization tracing major historical, cultural and artistic themes from the 16th and 17th century. **Prerequisite:** FREN 202. **Three hours per week with enhancement.**

317. FRANCOPHONE CULTURE AND CIVILIZATION II
4 hours credit
Study of Francophone civilization tracing major historical, cultural and artistic themes from the 18th to the 20th century. **Prerequisite:** FREN 202. **Three hours per week with enhancement.**

325. FRANCOPHONE CULTURE THROUGH LITERATURE
4 hours credit
A selection of short fiction, poetry and drama in French from the 19th and 20th centuries, centering on major cultural themes such as religion, chauvinism, honor, the family, etc. in the French-speaking world. **Prerequisite:** FREN 310 or consent of instructor. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

350. MASTERPIECES OF FRENCH LITERATURE I
4 hours credit
Study of France's great literary works from the Middle Ages to the Enlightenment. **Prerequisite:** FREN 310. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

351. MASTERPIECES OF FRENCH LITERATURE II
4 hours credit
Study of France's great literary works from the 19th century to present. **Prerequisite:** FREN 310. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

403. ADVANCED COMPOSITION AND CONVERSATION WITH MEDIA
4 hours credit
Use a variety of current French media to assist students in the improvement oral and written skills to an advanced level. **Prerequisites:** FREN 310, 312. **Three hours per week with enhancement.**

410. ADVANCED FRANCOPHONE TOPICS
4 hours credit
An in-depth study of an author, movement or series of works that have come to define a particular segment of the Francophone world. Taught in French. **Prerequisite:** Complete at least two 300-level French courses with grades of C or better. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

480. SENIOR SEMINAR
1-4 hours credit
For senior French majors. Research encompassing several areas of French life and culture, language and literature is brought to bear upon a single theme or issue. **Prerequisite:** Senior standing.

496. FRENCH INDEPENDENT STUDY
1-4 hours credit
Individual study in any area of language, culture or literature of the French-speaking world with the advice and direction from a member of the department. May be repeated with new content for a maximum of eight credits. **Prerequisites:** Junior standing and permission of department chair.

501. ADVANCED COMPOSITION AND MORPHOLOGY
3 hours credit
Synthesis on an intense, advanced level of all of the principles of morphology, syntax, sentence development and sentence structure through translation and detailed composition. **Prerequisite:** Graduate standing. **Three hours per week.**

502. ADVANCED CONVERSATION
3 hours credit
Provides greater flexibility in the spoken language by intense oral practice to correct the defects of pronunciation and diction through phonetics. **Prerequisite:** Graduate standing. **Three hours per week.**

596. FRENCH INDEPENDENT STUDY
1-6 hours credit
Individual study in any area of language, culture or literature of the French-speaking world with the advice and direction from a member of the department. May be repeated with new content for a maximum of six credits. **Prerequisites:** Graduate standing, permission of department chair.

GENERAL STUDIES (GENL)

001. NEW STUDENT SEMINAR
0 hours credit
Orients new students to the university experience. Required of all new students with fewer than 24 hours of university credit. **Nine to 13 hours per semester.**

090. EFFECTIVE STUDY TECHNIQUES
0 hours credit
Presentation and practice of a variety of established study methods: note taking, time management, concentration, memorizing, test taking and report writing. May be offered for two hours per week all semester or for three hours per week for 10 weeks. Offered on an S/U basis, for internal credit only.

101. HUMAN SEXUALITY
3 hours credit
Study of the human sexual nature, with emphasis on the biological, philosophical, psychological and sociological aspects of human sexuality. Team-taught by faculty from two or more disciplines. Students may not receive credit for both this course and PSYC 325. **Three hours per week.** *(P/F)*

110. PERSONAL CAREER PLANNING
2 hours credit
The career search process. Goal oriented toward the planned process of selecting a major or occupational direction. The history, theory, philosophy and economics of the world of work. Occupational testing, decision making, values clarification skills and guest lectures employed. Recommended for freshmen, sophomores and undeclared majors. **Three hours per week.**

120. COLLEGE READING SKILLS
3 hours credit
Extensive practice in reading, analyzing and critically evaluating nonfiction texts. The student will outline and summarize articles and books through written and oral methods. Techniques of reading comprehension will be discussed and practiced. Projects will relate the skills of this class to the readings in the student's other courses. **Three hours per week.**

150. SELECTED TOPICS IN DEVELOPMENTAL EDUCATION
1-3 hours credit
Innovative approaches to developmental education. Provides opportunities for curricular experimentation in the developmental studies areas of reading behavior, writing, foundational math skills and critical thinking.

152. RESIDENCE HALL LEADERSHIP
1 hour credit
An examination of models of community development with special emphasis on residence halls. Interactive problem-solving emphasized. **Prerequisite:** Selection into Resident Assistant Program. **Two hours per week for eight weeks.**

191. SPECIAL TOPICS: TV, COLLEGE OF THE AIR COURSES
1-3 hours credit
Study of a specific academic area. Topic may vary semester to semester. Course may be repeated under different subtitles.

GEOGRAPHY (GEOG)

100. INTRODUCTION TO HUMAN GEOGRAPHY
3 hours credit
Introduction to the variable human character of the earth. Contemporary world problems such as population, growth, economic development, urbanization, resource utilization and human alteration of the natural environment are examined from a locational perspective. **Three hours per week. Three hours per week. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

101. WORLD GEOGRAPHY: EUROPE AND ASIA
3 hours credit
A geographic study of the countries of Europe and Asia emphasizing their physical and cultural characteristics. Special attention to contemporary issues/problems. **Three hours per week. Three hours per week. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

102. WORLD GEOGRAPHY: AFRICA AND THE AMERICAS
3 hours credit
Geographic study of countries of Africa and the Americas emphasizing their physical and cultural characteristics. Special attention to contemporary issues/problems. May not receive credit for both GEOG 301 and GEOG 102. **Three hours per week. Three hours per week. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

104. EARTH AND SPACE SCIENCE
4 hours credit
An introductory course in earth and space science for prospective elementary school teachers. An examination of the physical character of the Earth and its place in the solar system. Students can not receive credit for both GEOG 104 and GEOG 105. This course is intended for elementary education majors. **Three hours lecture, two hours laboratory per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

105. INTRODUCTION TO PHYSICAL GEOGRAPHY
4 hours credit
Introduction to the variable physical character of the earth. Treatment of weather, climate, soil, vegetation, landforms and oceanic circulation with emphasis on processes, interrelationships and distributional patterns. Students can not receive credit for both GEOG 104 and GEOG 105. **Three hours lecture, two hours laboratory per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

107. WEATHER AND HUMAN AFFAIRS
3 hours credit
Comprehensive introduction to weather and its effects on our everyday lives. Influence of human activity on the atmosphere: acid rain, ozone depletion, global warming, nuclear winter. **Three hours per week. Meets General Education IVB (Prior to Fall 2008: IIIB).**

141. CURRENT ISSUES IN EARTH SCIENCE
3 hours credit
Teaches non-science majors how to critically evaluate contemporary earth science topics of public interest as reported in the media. Learn about the science behind issues, such as terminology, processes, data analysis and underlying assumptions. Differing viewpoints and ethical considerations are discussed. **Two hours lecture, two hours discussion per week. Meets General Education IVB (Prior to Fall 2008: IIIB).**

150. ENVIRONMENTAL SCIENCE: CONCEPTS AND METHODS
4 hours credit
Explores global and regional environmental processes and systems, as well as the impact of humans on these systems. Addresses current environmental issues such as climate change, habitat loss and water pollution, emphasizing the role of science in identifying problems and finding solutions. May not receive credit for both BIOL 150 and GEOG 150. **Three hours lecture, two hours laboratory per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

200. APPLICATIONS IN GEOGRAPHIC INFORMATION SYSTEMS
3 hours credit
Introduction to the current practices in GIS, focusing on their application in the sciences, the development of public policy and business. Basic theory and practice is supported by hands-on experience with ArcView software. May not be

taken for credit if student has credit for GEOG 319. **Prerequisites:** Sophomore standing and GEOG 100 or 102 or 104 or 105 or GEOL 103 or BIOL 310. **Two hours lecture, two hours laboratory per week.**

201. WEATHER AND CLIMATE
4 hours credit
Examination of weather and climate with emphasis on processes and distributional patterns. Interrelationships between climatic controls stressed. **Three hours lecture, two hours laboratory per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

202. CULTURAL GEOGRAPHY
3 hours credit
Examination of some of the basic concepts of human geography. Emphasis on such subjects as cultural origins and diffusion, perception, settlement forms and the relationship between humans, their culture and the physical environment. **Three hours per week. Three hours per week. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

203. ECONOMIC GEOGRAPHY
3 hours credit
Analysis of the locational factors explaining the geographic distribution of economic activity: rural and urban land use, cities, industry, transport and trade, economic development. **Three hours per week. Three hours per week. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

204. SPATIAL ANALYSIS
4 hours credit
Introduction to the basic principles of quantitative analysis in geography. Emphasis on the geographic applications of various techniques rather than on the underlying statistical theory. **Prerequisite:** MATH 155 or 213. **Three hours lecture, two hours laboratory per week.**

219. MAP INTERPRETATION AND ANALYSIS
3 hours credit
Introduction to mapping science principles and practice. focusing on the application of methods to map interpretation. Topics covered include surveying (compass and pace), map projections, fundamentals of GPS, map compilation and design, and an introduction to GIS. **Two hours lecture, two hours laboratory per week.**

220. HUMANS AND THE ENVIRONMENT
4 hours credit
Interdisciplinary laboratory course in conjunction with the departments of Biology and Chemistry designed for non-science majors to develop awareness of ways earth's environment is influenced by human activities and effects of the environment on human society. May not be repeated for credit in the Biology or Chemistry departments; may not be used to satisfy course requirements within the major. For students in the Honors Program. **Three hours lecture, two hours laboratory per week.**

301. WORLD REGIONS
3 hours credit
Examination of contemporary patterns of life in selected areas of the world from a regional viewpoint. Attention given to the physical environment, resource use, economic activities, demographic and sociocultural characteristics and regional problems. **Prerequisite:** GEOG 100 or 101 or 102 or 104 or 105. **Three hours per week. Three hours per week. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

302. GEOGRAPHY OF THE UNITED STATES AND CANADA
3 hours credit
Analysis of contemporary patterns of American and Canadian life from a regional perspective. Major topics include the physical environment, resource and land use, economic activities, demographic and sociocultural characteristics, and regional problems. **Prerequisite:** GEOG 100 or 101 or 102 or 104 or 105. **Three hours per week.**

308. PRINCIPLES OF PLANNING
3 hours credit
Analysis of the theory and practice of planning at various spatial levels (local, regional, state and federal). Emphasis on planning processes, responsibilities of professional planners, and detailed examination of contemporary issues like control of sprawl and coastal zone management. May not receive credit for both GEOG 208 and GEOG 308. **Prerequisite:** Junior standing. **Three hours per week.**

309. GEOGRAPHY OF THE MID-ATLANTIC
3 hours credit
Study of the U.S. mid-Atlantic region encompassing human and physical aspects of its geography, particularly in the relationship between humans and their physical environment. Course has two field trips. **Prerequisite:** One physical geography/geology course and one human geography course. **Three hours per week.**

310. REGIONAL GEOGRAPHY OF EUROPE
3 hours credit
Regional analysis of contemporary geographic patterns of Europe. Emphasis on physical, economic and political patterns and regional problems. **Prerequisite:** GEOG 100 or 101 or 102 or 104 or 105. **Three hours per week.**

311. COASTAL PROCESSES
3 hours credit
The study of coastlines and the geological forces that shape them. Two mandatory half-day Saturday field trips to Assateague Island. **Prerequisite:** GEOG 104 or 105 or GEOL 103 or permission of instructor. **Three hours lecture per week. Meets General Education IVB (Prior to Fall 2008: IIIB).**

312. SEVERE AND HAZARDOUS WEATHER
3 hours credit
Examines the physical and societal aspects of severe and hazardous weather in an effort to better knowledge of the atmospheric environment around us. Specific topics include extratropical cyclones, thunderstorms, tornadoes, severe winter weather, hailstorms, lightening and tropical weather systems. Case studies are used to investigate human, economic and environmental consequences of severe and hazardous weather events. **Prerequisite:** GEOG 201. **Three hours lecture per week.**

316. BIOGEOGRAPHY
3 hours credit
Study of spatial distribution of plants and animals, including the processes that led to those distributions. The course synthesizes knowledge from the fields of ecology, geology, climatology, paleontology and physical anthropology. Topics include patterns of biodiversity, evolution and extinction, communities and ecosystems, life on islands, earth history, paleoecology, human impacts and conservation. Two mandatory field trips to local natural areas. **Prerequisite:** A combined total of 12 hours in geography and/or biology, including at least one introductory physical geography course, or consent of the instructor. **Three hours lecture per week.**

318. LOCAL FIELD COURSE
3 hours credit
Familiarizes students with some of the basic field techniques of geography. Land use field studies and mapping of the rural and urban areas of eastern Maryland scheduled for Sundays. **Prerequisite:** Twelve hours in geography or permission of instructor. **Four hours per week including five one-day field trips.**

319. GEOGRAPHIC INFORMATION SCIENCE
4 hours credit
Study of automated information handling using geographically referenced data to support spatial analysis. Consideration of and experience in the collection, storage and display of computer manipulated data. Includes hands-on experience with a variety of commercial software GIS packages. **Prerequisite:** GEOG 219. **Three hours lecture, two hours laboratory per week.**

320. CARTOGRAPHIC VISUALIZATION
3 hours credit
Theory and application of cartographic principles and practices to advanced cartographic design. Lectures emphasize theory and principles. Laboratory provides practical experience in designing maps. **Prerequisite:** GEOG 200 or 219. **Two hours lecture, two hours laboratory per week.**

321. REMOTE SENSING OF THE ENVIRONMENT
3 hours credit
Analysis of satellite imagery of the earth's surface. Includes techniques necessary for collection, storage and processing of digital images to analyze environmental problems. **Prerequisite:** 12 hours in geography. **Two hours lecture, two hours laboratory per week.**

325. CONSERVATION AND RESOURCE MANAGEMENT
3 hours credit
An integrative look at the co-evolution of resource exploitation, use and conservation, and the changing idealogy that drives trends in resource management. Special emphasis on scalar dilemmas in resource management, the effective role of our legal infrastructure in resource management and shifting values regarding the role of human-nature interactions in America. **Prerequisite:** One physical geography/geology course and one human geography course. **Three hours per week.**

327. POLITICAL GEOGRAPHY
3 hours credit
Survey of the sub-discipline of political geography. Emphasis on spatial organization and conflict at various scales; geographies of elections; and analyses of international relations from a geographical perspective, with a consideration of geographic, economic and cultural aspects of global conflicts. **Prerequisite:** GEOG 100, 101, 102 or 203. **Three hours per week.**

328. APPLIED PLANNING
3 hours credit
Application of planning principles and theories to real world land-use issues. Particular attention will be paid to the subdivision plat review process, zoning ordinances, and the role of citizens and local government in planning. Several actual planning case studies will be examined. **Prerequisite:** GEOG 308. **Three hours per week.**

389. REGIONAL FIELD STUDY OF THE UNITED STATES
3 hours credit
On-site study of the geography, history and culture of selected regions of the United States. Pre-tour lectures and other activities required. May be repeated once for credit. **Prerequisite:** Six hours in GEOG and/or GEOL or consent of instructor. **Three hours per week.**

399. INTERNATIONAL FIELD STUDY
3-6 hours credit
On-site study of the geography, history and culture of selected countries. Pre-tour lectures and other activities required. May be repeated once for credit. **Prerequisite:** Permission of instructor.

401. SOIL, WATER AND ENVIRONMENT
3 hours credit
Study of basic chemical and physical properties of soil, focusing on surface hydrology of small watersheds and the related techniques used in environmental planning. **Prerequisites:** GEOG 201, 219, GEOL 103; or BIOL 310. **Two hours lecture, two hours laboratory or one field trip per week.**

402. ENVIRONMENTAL PLANNING
3 hours credit
Translation of responsible environmental policies and principles into practical land-use regulations and local and regional planning tools. Emphasis on the landscape and land-use dimensions of environmental planning. **Prerequisite:** GEOG 308 or BIOL 310. **Three hours per week may include three one-day field trips.**

403. ENVIRONMENTAL HAZARDS
3 hours credit
Introduces students to the geographic principles and theories of natural and technological hazards. Both the physical properties of hazards and the human actions and reactions to hazards will be emphasized. **Prerequisite:** Six credits of geography. **Three hours per week.**

404. RURAL GEOGRAPHY AND LAND-USE PLANNING
3 hours credit
Analysis of the economic, demographic and spatial patterns of the rural United States. Special attention given to the problems and potentialities of non-metropolitan areas and to land use planning. **Prerequisite:** GEOG 203. **Three hours per week.**

406. REGIONAL ECONOMIC DEVELOPMENT
3 hours credit
Analysis of the spatial incidence of economic growth. Emphasis on the spatial dimension as an important consideration in the theory and practice of economic development. **Prerequisites:** GEOG 203, 308. **Three hours per week.**

408. URBAN THEORY
3 hours credit
Examination of theories and policies explaining urban development along with methods for evaluation. Assessment of the urban planning process with case studies. **Prerequisite:** GEOG 100, 101, 102 or consent of instructor. **Three hours per week.**

410. METEOROLOGY
3 hours credit
Analysis of physical processes and dynamics of the atmosphere. Topics include upper atmospheric flow, forecasting and severe weather. **Prerequisite:** GEOG 201. **Three hours per week.**

411. GEOMORPHOLOGY
3 hours credit
Study of the surface of the earth and the geologic processes that modify it. Topics include the weathering and erosion of rocks, the deposition of sediments, the classification of landforms and the long-term evolution of landscapes. One three-day weekend field-trip is part of the course. **Prerequisite:** GEOL 103 and junior-level standing. **Three hours lecture per week.**

412. WEATHER ANALYSIS AND FORECASTING
3 hours credit
Introduction to the basic tools of weather analysis and techniques of weather forecasting. Acquire the skills needed to analyze and interpret surface and upper-air observations, data from satellites and radar, atmospheric soundings, and severe weather indices. Make forecasts of temperature, precipitation and other meteorological conditions. **Prerequisites:** GEOG 201, 410. **Three hours lecture per week.**

413. APPLIED CLIMATOLOGY
3 hours credit
Analysis of the impact of climate on the physical environment and human behavior. Topics include climatic change, contem-

porary climatic problems and the influence of climate on agriculture, and energy use. **Prerequisite:** GEOG 201 or permission of instructor. **Three hours per week.**

414. RESEARCH AND WRITING
3 hours credit
Development of research methods in geography. Topics include formulation of problems, establishment of hypotheses, development of structures for testing hypotheses and practice with forms of geographic presentation. Maps, numerical and field methods are used. May not receive credit for both GEOG 300 and GEOG 414. **Prerequisites:** GEOG 204, junior-level standing, 12 credits in geography. **Three hours per week.**

415. SELECTED PROBLEMS
3 hours credit
Independent study permitting research or in-depth work on a selected topic to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. **Prerequisite:** Permission of department chair.

416. SMART GROWTH
3 hours credit
Explanations of smart growth program addressing urban challenges such as sprawl, lack of open space and central city decline. Introduction of early efforts to manage urban growth and growth management programs at the state and local levels. **Prerequisite:** GEOG 308 or permission of instructor. **Three hours per week.**

417. WATER RESOURCES
3 hours credit
Exploration of water resources in America that looks at water in all of its facets as a physical resource and a nexus of human-environment interactions. Designed for multiple disciplines and presumes a variable knowledge base at the beginning. Weaving together the hydrologic flow of water and the social structures that capture, divert, buy, sell, steal, manipulate and exploit water resources form the basis of exploration. **Prerequisite:** One course in physical geography and one course in human geography and junior standing. **Three hours per week.**

419. ADVANCED GEOGRAPHIC INFORMATION SCIENCE
4 hours credit
Study of current theories and development trends in GIS technology. Emphasis on hands-on working knowledge utilizing ARC/INFO software. **Prerequisites:** GEOG 319 and COSC 118 or 120. **Three hours lecture, two hours laboratory per week.**

422. READINGS IN GEOGRAPHY
3 hours credit
Permits in-depth study of a selected topic to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. **Prerequisite:** Permission of department chair.

435. GIS PROGRAMMING
3 hours credit
Theory and application of computer programming solutions in geography. Focuses on developing custom computer programs addressing classical problems in geography and spatial analysis not ordinarily solved using out-of-the box GIS software. Introduction to basic programming techniques, object model diagrams, component object modeling (COM) and spatial databases. **Prerequisite:** GEOG 320 and COSC 117, 118 or 120. **Three hours per week.**

450. TOPICS IN GEOGRAPHY
1-4 hours credit
Analysis of a selected systematic/regional topic to be entered on the student's transcript. May be taken three times for credit under different subtitles. **Prerequisite:** Permission of department chair. **One to four hours per week.**

460. INTERNSHIP
1-3 hours credit
Provides students with opportunities to apply geographic/planning theory, techniques and knowledge as practicing professionals. Intended for seniors with 18 or more hours in geography. May not be used to satisfy requirements for the major. **Prerequisite:** Permission of department chair. **Three hours per week for each credit hour.** *(P/F)*

475. FIELD PROBLEMS IN GEOGRAPHY
3-6 hours credit
Geographic research field experience. Development of a research proposal, collection and analysis of data and the integration of such in a formal research paper. **Prerequisite:** Permission of instructor.

499. GEOGRAPHY HONORS
6 hours credit
Two-semester independent study leading to preparation of an honors thesis and graduation with honors in geography. Students may enroll by invitation of the department only. Specific topic indicated on the student's transcript. **Prerequisite:** Permission of department chair.

501. SOIL, WATER AND ENVIRONMENT
3 hours credit
Study of basic chemical and physical properties or soil, focusing on surface hydrology of small watersheds and the related techniques used in environmental planning. **Prerequisite:** Graduate standing and GEOL 103 or permission of instructor. **Two hours lecture, two hours laboratory or one field trip per week.**

503. ENVIRONMENTAL HAZARDS
3 hours credit
Introduces students to the geographic principles and theories of natural and technological hazards. Both the physical properties of hazards and the human actions and reactions to hazards will be emphasized. **Prerequisite:** Graduate standing. **Three hours per week.**

504. SEMINAR: PHYSICAL GEOGRAPHY
3 hours credit
Seminar deals with current problems in the areas of meteorology, climatology, soils, geomorphology and vegetation. Topics selected with permission of instructor. May be taken twice for credit under different subtitles. **Prerequisites:** Graduate standing and permission of department chair. **Three hours per week.**

505. RURAL GEOGRAPHY AND LAND-USE PLANNING
3 hours credit
Analysis of the economic, demographic and spatial patterns of the rural United States. Special attention given to the problems and potentialities of non-metropolitan areas and to land use planning. **Prerequisites:** Graduate standing and GEOG 203 or permission of instructor. **Three hours per week.**

506. SEMINAR IN REGIONAL GEOGRAPHY
3 hours credit
Analysis of selected topics on the physical and/or human geography of specified geographic regions. The region under consideration varies from semester to semester. Topics chosen with permission of instructor. May be taken twice for credit under different subtitles. **Prerequisites:** Graduate standing and permission of department chair. **Three hours per week.**

507. REGIONAL PLANNING
3 hours credit
Analysis of the spatial incidence of economic growth. Emphasis on the spatial dimension as an important consideration in the theory and practice of economic development planning. **Prerequisites:** Graduate standing and GEOG 203 or permission of instructor. **Three hours per week.**

508. URBAN PLANNING
3 hours credit
Examination of theories and policies related to urban development and land use planning, along with techniques for evaluation. Assessment of the urban planning process with case studies. **Prerequisites:** Graduate standing and GEOG 308 or permission of instructor. **Three hours per week.**

510. METEOROLOGY
3 hours credit
Analysis of physical processes and dynamics of the atmosphere. Topics include upper atmospheric flow, forecasting and severe weather. **Prerequisites:** Graduate standing and GEOG 201 or permission of instructor. **Three hours per week.**

511. GEOMORPHOLOGY
3 hours credit
Study of the surface of the earth and the geologic processes that modify it. Topics include the weathering and erosion of rocks, the deposition of sediments, the classification of landforms and the long-term evolution of landscapes. One three-day weekend field-trip is part of the course. **Prerequisites:** Graduate standing and GEOL 103 or permission of instructor. **Three hours lecture per week.**

513. APPLIED CLIMATOLOGY
3 hours credit
Analysis of the impact of climate on the physical environment and human behavior. Topics include climatic change, contemporary climatic problems and the influence of climate on agriculture, and energy use. **Prerequisites:** Graduate standing and GEOG 201 or permission of instructor. **Three hours per week.**

515. SELECTED PROBLEMS
3 hours credit
Independent study permitting research or in-depth work on a selected topic to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. **Prerequisites:** Graduate standing and permission of department chair.

519. ADVANCED GEOGRAPHIC INFORMATION SCIENCE
4 hours credit
Study of current theories and development trends in GIS technology. Emphasis on hands-on working knowledge utilizing ARC/INFO software. **Prerequisites:** Graduate standing and permission of instructor. **Three hours lecture, two hours laboratory per week.**

522. READINGS IN GEOGRAPHY
3 hours credit
Permits in-depth study of a selected topic to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. **Prerequisites:** Graduate standing and permission of department chair.

530. DIRECTED RESEARCH
3 hours credit
Preparation of optional research project in master's degree program under departmental direction. **Prerequisites:** Graduate standing and permission of department chair.

535. GIS PROGRAMMING
3 hours credit
Theory and application of computer programming solutions in geography. Focuses on developing custom computer programs addressing classical problems in geography and spatial analysis not ordinarily solved using out-of-the box GIS software. Introduction to basic programming techniques, object model diagrams, component object modeling (COM) and spatial databases. **Prerequisites:** Graduate standing and permission of department chair. **Three hours per week.**

550. TOPICS IN GEOGRAPHY
3 hours credit
Analysis of a selected systematic/regional topic to be entered on the student's transcript. May be taken three times for credit under different subtitles. **Prerequisites:** Graduate standing and permission of department chair. **Three hours per week.**

560. INTERNSHIP
1-3 hours credit
Provides students with opportunities to apply geographic/planning theory, techniques and knowledge as practicing professionals. Intended for seniors with 18 or more hours in geography. May not be used to satisfy requirements for the major. **Prerequisite:** Approval of the department. **Three hours per week for each credit hour.** *(P/F)*

575. FIELD PROBLEMS IN GEOGRAPHY
3-6 hours credit
Geographic research field experience. Development of a research proposal, collection and analysis of data and the integration of such in a formal research paper. **Prerequisites:** Graduate standing and permission of department chair.

619. MANAGING GISYSTEMS
3 hours credit
Study of strategies for successful GIS management and implementation in an organization-wide context. Implementation management strategies are introduced through systematic user needs assessment, requirements specification, database design, application development, pilot project testing, implementation, operation and maintenance. Public policy requirements and legal responsibilities for geographic records management are also examined. **Prerequisites:** Graduate standing and GEOG 419 or GEOG 519. **Three hours per week.**

630. GISYSTEMS AND PUBLIC ADMINISTRATION
3 hours credit
Examines practical approaches for incorporating geographic information systems (GIS) technology into a public administration setting. Discusses implementation strategies, cost-benefit analyses, and strategies for overcoming technical and organizational boundaries. Case studies illustrate how public officials have successfully applied GIS to their specific needs. **Prerequisites:** Graduate standing, POSC 540, and GEOG 419 or GEOG 519. **Three hours per week.**

640. GISYSTEMS CO-OPERATIVE EXPERIENCE
6 hours credit
A directed field study program which provides students with an opportunity to apply GIS skills acquired in the classroom to real-world projects in the community. Additionally, a weekly seminar discussion gives participants a chance to peer-review the co-operative projects as well as receive expert guidance. Students are under the supervision of an advisor from the GIS faculty while participating in a short-term experience program in a business or government agency. **Prerequisites:** GEOG 619, 630. **Six hours per week.**

650. CAPSTONE GISYSTEMS SEMINAR
3 hours credit
Summarizes and synthesizes the skills, knowledge and experience gained in the program. Students review a peer GIS implementation project, organizing and completing an assessment of the likelihood that the project achieved its goals. In addition, students support their analyses using the most current literature regarding GIS and public administration, emphasizing their particular area of interest. **Prerequisite:** GEOG 640. **Three hours per week.**

GEOLOGY (GEOL)

103. INTRODUCTION TO PHYSICAL GEOLOGY
4 hours credit
Introduction to the nature and character of the Earth's crust and the geological processes that generate and shape landform features. Topics include minerals, rocks, earth structure and plate tectonics, geological processes and associated landforms. **Three hours lecture, two hours laboratory per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

206. HISTORICAL GEOLOGY
4 hours credit
Study of the history of the earth and the principles used to decipher the earth's past from rock record. Includes study of stratigraphic principles, key fossil groups, and relative and absolute dating techniques. One weekend field trip is required. **Prerequisite:** GEOL 103 with C or better. **Three hours lecture, two hours laboratory per week.**

211. SEDIMENT ANALYSIS
1 hour credit
Lab-based course designed to introduce students to the most common methodologies field scientists use to measure, analyze and classify sediments. **Two hours laboratory per week.**

405. ENVIRONMENTAL GEOLOGY
3 hours credit
Study of the fundamental principles and applications of environmental geology. Emphasis on environmental hazards, associated impact risks, and the dynamic interactions between humans and the environment. The topics covered include natural hazards, resources and the environment, land use and the environment, and environmental geology research methods. **Prerequisite:** GEOL 103 or GEOG 104 or 105. **Two hours lecture, two hours laboratory per week.**

450. TOPICS IN GEOLOGY
1-4 hours credit
Analysis of a selected geologic topic to be entered on the student's transcript. May be taken three times for credit under different subtitles. **Prerequisite:** Permission of department chair. **One to four hours per week.**

GERMAN (GERM)

101. ELEMENTARY GERMAN I
4 hours credit
Beginning spoken and written German with emphasis on the sound system and the basic structures of the language. Any student with two or more years of high school German or equivalent experience is ineligible for this course without expressed permission of the instructor. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

102. ELEMENTARY GERMAN II
4 hours credit
Continued skill development in spoken and written German with further study of major structures. **Recommended Prerequisite:** GERM 101 or at least one year of high school German. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

201. INTERMEDIATE GERMAN
4 hours credit
Continued development and refinement of language skills with emphasis on reading, writing and vocabulary development. **Recommended Prerequisite:** GERM 102 or at least two years of high school German. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

202. INTERMEDIATE AND APPLIED GERMAN
4 hours credit
Continued development, refinement and application of language skills with emphasis on reading, writing and vocabulary development. Satisfies the language requirement for English majors. **Recommended Prerequisite:** GERM 201 or at least three years of high school German. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

310. ORAL AND WRITTEN COMPOSITION
4 hours credit
Develops facility to sustain oral and written discussion in German. Students practice the basic patterns of German syntax and develop vocabulary by preparing frequent oral and written compositions. **Recommended Prerequisite:** GERM 202 or equivalent experience. **Three hours per week with enhancement.**

312. GERMAN CONVERSATION
4 hours credit
Develops confidence and correctness in spoken German through practice in pronunciation, dialogues, discussions and oral reports and presentations. **Recommended Prerequisite:** GERM 202 or equivalent experience. **Three hours per week with enhancement.**

350. GERMAN SHORT STORIES
4 hours credit
Survey of the German short story (Deutsche Novelle) from its inception in the 18th century to the present (in translation). Cross listed with ENGL 317. Taught in English. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

496. GERMAN INDEPENDENT STUDY
1-4 hours credit
Individual study in any area of the language, culture or literature of the German-speaking world with the advice and direction from a member of the department. May be repeated with new content for a maximum of six credits. **Prerequisites:** Junior standing and permission of department chair.

HEALTH (HLTH)

101. BASIC HEALTH
3 hours credit
Factors involved in maintaining and improving personal health; analysis of individual health problems. **Three hours per week.**

102. FIRST AID AND SAFETY
1 hour credit
Introduction to basic information and skills required to administer care in emergency situations. Students may be certified in community CPR and first aid by the American Red Cross. May not receive credit for both HLTH 102 and 201. **Two hours per week.**

110. FOUNDATIONS OF HEALTH EDUCATION
3 hours credit
Examines the concepts that form the foundation of standards-based comprehensive school health education. Review of the National Health Education Standards (NHES) for Pre-K-12, the Access and Equity Principles, Unified Code of Ethics for Health Professionals, and the areas of responsibility for entry-level health educators as identified in the Competency Update Project (CUP). Gain experience in designing rubrics to assess pre-K-12 students' mastery of the NHES. **Three hours per week.**

120. CONSUMER HEALTH AND SAFETY
3 hours credit
Overview of the health marketplace and safety procedures. Examination of strategies essential for analyzing health products, health services and maintaining safety. Emphasis placed on information and concepts required as foundation knowledge for school health educators. **Three hours per week.**

225. HEALTH BEHAVIOR
3 hours credit
Examination of health behavior theories and models of behavior change. Reviews the major theories of health behavior and strategies used to implement health interventions for individuals and organizations. **Prerequisite:** HLTH 110 or permission of instructor. **Three hours per week.**

230. CHRONIC AND COMMUNICABLE DISEASES
3 hours credit
Overview of chronic and communicable diseases. Examination of the processes used in modern society to assist in identification, prevention and control of disease. Emphasis placed on information and concepts required as foundation knowledge for school health educators. **Prerequisite:** HLTH 110. **Three hours per week.**

240. DRUG EDUCATION
3 hours credit
Examination of the social, psychological, physical and emotional aspects of alcohol, tobacco, over-the-counter drug and illegal drug use and associated behaviors. Emphasis placed on information and concepts required as foundation knowledge for school health educators. **Prerequisite:** HLTH 110 or permission of instructor. **Three hours per week.**

311. HUMAN SEXUALITY EDUCATION
3 hours credit
Provides strategies for teaching about human sexuality at individual and group levels in a variety of settings. Topics covered will include content, issues, methodology and materials relating to human sexuality education. **Three hours per week.**

317. NUTRITION, HEALTH AND HUMAN PERFORMANCE
4 hours credit
Examines human metabolism in relation to health and human performance. Analysis of nutrient pathways from ingestion, digestion, absorption and utilization provides the foundation for an understanding of nutrition, weight control, eating disorders and thermoregulatory processes. May not receive credit for both HLTH 317 and HLTH 217. **Prerequisite:** BIOL 215. **Four hours per week.**

325. PLANNING AND ASSESSING HEALTH PROGRAMS
3 hours credit
Overview of needs assessment, program planning and evaluation of health education programs. Provides candidates with the opportunity to plan, implement and evaluate a health education experience. Emphasis placed on information and concepts required for school health educators. **Prerequisites:** HLTH 225, 230, 240. **Three hours per week.**

360. SCHOOL HEALTH AND READING METHODS I
4 hours credit
Analysis of middle and high school health education instructional planning, materials and teaching strategies. Examination of literacy needs of diverse student populations including instructional strategies in reading and writing in the content area in accordance with Maryland State Voluntary Curriculum for Reading/English Language Arts. **Prerequisite:** Admission to the Professional Teacher Education Program. **Prerequisite/Corequisite:** EDUC 319 or 318. **Three hours lecture and three hours field experience per week.** *(Spring semester only)*

401. COMMUNITY HEALTH
3 hours credit
Study of the community dynamics as it affects the health status of community residents. Examine the role that various agencies' policies and practices have in maintaining optimal health and well-being of community members. Emphasis planed on information and concepts required as foundation knowledge for school and community health educators. **Prerequisite:** HLTH 120. **Three hours per week.**

461. SCHOOL HEALTH AND READING METHODS II
4 hours credit
Provides preparation for public school teaching in areas such as sex education, drug use and abuse, and other current health problems. Involves curriculum planning, methods and materials with an emphasis on strategies, skills and instruction in reading in accordance with the Maryland State Voluntary Curriculum for Reading/English Language Arts. Required classroom visitations and field experience as necessary to complete assignments. **Prerequisites:** Admission to Professional Teacher Education Program, HLTH 360. **Prerequisite/Corequisite:** SCED 367. **Three hours lecture and six hours internship per week.** *(Fall semester only)*

470. INTERNSHIP I IN HEALTH EDUCATION
6 hours credit
Directed student teaching experience under the supervision of the public school mentor teacher and University supervisor. One-half semester in middle school or high school teaching. Credit may not be received for both EDUC 462 and HLTH 470

471. INTERNSHIP II IN HEALTH EDUCATION
6 hours credit
Directed student teaching experience under the supervision of the public school mentor teacher and University supervisor. One-half semester in middle school or high school teaching. Credit may not be received for both EDUC 462 and HLTH 471.

480. INTERNSHIP IN COMMUNITY HEALTH
12 hours credit
Practical health education experience under the supervision of a local, professional mentor and University supervisor. A minimum of 540 supervised hours of service in a community-based health setting. **Prerequisites:** Completion of all required major core curriculum courses with a C or better and a cumulative GPA of at least 2.50. **Thirty-six hours per week.**

490. SELECTED TOPICS IN HEALTH
3 hours credit
Investigates themes and issues related to the health profession. Topics will vary each semester. May be repeated once under different course subtitles for a total of six credits. **Prerequisite:** Designated by topic. **Three hours per week.**

HISTORY (HIST)

101, 102. WORLD CIVILIZATIONS
4 hours credit each
Examination of global progress in major civilizations from prehistoric times to the present emphasizing the economic, social, cultural, intellectual and political trends motivating human beings. Note: HIST 101 and 102 do not have to be taken in sequential order. **Three hours per week with enhancement. Meets General Education IIA or IIB (Prior to Fall 2008: IIA).**

103. FIRST-YEAR SEMINAR IN WORLD HISTORY
4 hours credit each
Topics change each semester. Requires extensive reading, writing and class discussion on a topic in world history. In addition to traditional course curriculum, the course includes the ASAP orientation program. **Four hours per week. Meets General Education IIA or IIB.**

201, 202. HISTORY OF THE UNITED STATES
4 hours credit each
Survey of the political, economic, social and cultural factors that have shaped the pattern of life in the United States. Particular problems examined in the light of their sources and historical development. HIST 201 goes through 1865 and HIST 202 from 1865 to the present. **Three hours per week with enhancement. Meets General Education IIB.**

210. INTRODUCTION TO WORLD RELIGIONS
4 hours credit
Introductory survey of the historical development of world religions. Specific examples drawn from such diverse cultural traditions as ancient Babylonian, Judeo-Christian, imperial Chinese and modern American religious movements. Fertility gods and spirits of nature, augury, omens, possession and prophecy are among the topics analyzed. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

213. INTRODUCTION TO GENDER STUDIES
4 hours credit
Examines the historic roots of gender studies, how various disciplines approach gender issues and how concepts of gender affect lives. May not be taken for credit if student has credit for IDIS 213. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

215. TOPICS IN HISTORY
4 hours credit
Historical study of particular periods; groups; economic, intellectual and/or social movements; and institutions. May be taken twice under different course titles. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

224. HITLER AND THE THIRD REICH
4 hours credit
Examines the major causes, personalities, policies, events and significance of the Third Reich. Focuses on Hitler and the rise of the Nazi Party, the instabilities and collapse of the Weimar Republic, the Nazi "seizure of power," the Nazi "racial state," World War II in Europe, the Holocaust and the destruction and legacy of the Third Reich. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

225. HOLOCAUST: THE EXTERMINATION OF THE EUROPEAN JEWS
4 hours credit
Examination of European anti-Semitism from its origins to its culmination in the Holocaust; major emphasis on the treatment of Jews by Nazi Germany and on the reaction of Jews and the outside world to this treatment. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

250. AMERICA IN THE 1970S
4 hours credit
Archie Bunker, bell bottoms, *The Exorcist*, Nixon, *Grease* and disco—the 1970s conjure memories of such personalities, fads and other pop-cultural phenomena. This introductory course surveys American history during the so-called "Me Decade" using films, documentaries, readings, discussions, lectures and primary sources to explore political, diplomatic, economic, social, intellectual and cultural trends. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

300. THE HISTORIC ARCHAEOLOGY OF MARYLAND'S EASTERN SHORE
4 hours credit
Introduction to the theory and methodology of historic archaeology. Interdependence of documentary and archaeological evidence stressed. Examines material culture of the period 1600-1850 for the lower Eastern Shore region and relates developments within the region to the general themes influencing the Anglo-American community as a whole. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

301. HISTORY OF AMERICAN BUILDINGS
4 hours credit
Survey of the history of American building traditions, considering construction, form and style in historical, social, economic and cultural contexts. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

302. COLONIAL AND REVOLUTIONARY AMERICA (1607-1783)
4 hours credit
Detailed study of foundations of American civilization. Economic, political, social, cultural and religious factors are emphasized. Consideration of English policy and the revolution are included. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

306. THE EMERGENCE OF A NEW NATION: U.S. (1789-1860)
4 hours credit
Covers such topics as the new government and its policies, nationalism and economic expansion, the common man and the new democracy, social ferment and reform movements, Manifest Destiny, wars and sectional crises. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

308. SECTIONAL CONFLICT AND CIVIL WAR
4 hours credit
Study of the origins, development and outcome of the struggle between the North and South to the end of the Civil War. Emphasis on the clash of national and sectional interests and the course of the military conflict to its conclusion. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

309. RECONSTRUCTION AND GILDED AGE
4 hours credit
Study of the policies and application of presidential and congressional reconstruction; examination of the influence of the post-Civil War industrial boom on politics and society. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

310. HISTORY OF ENGLAND TO 1702
4 hours credit
Survey of England from Roman times through the reign of William and Mary emphasizing political, legal, economic, social and cultural institutions and trends. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

311. HISTORY OF ENGLAND AND GREAT BRITAIN, 1702 TO THE PRESENT
4 hours credit
Survey of England and Great Britain from the reign of Queen Anne to the present, emphasizing institutional growth and development, the expansion of the empire and Britain's rise to a major world power. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

312. HISTORY OF IRELAND IN MODERN TIMES
4 hours credit
Introduction to the cultural, political, economic and social growth and problems in Ireland since circa 1500. Emphasis is on the development of Ireland's nationalism, separate and distinct from Great Britain with which it was entwined and involved for so many generations. Attention focuses on the history and problems in Northern Ireland and its position in the United Kingdom. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

313. HISTORY OF SCOTLAND AS AN INDEPENDENT KINGDOM
4 hours credit
Surveys Scottish history from the age of the Picts and Roman contact through the fall of Bonnie Prince Charlie at Culloden in 1746. Emphasizes the creation of a Scottish state, Scottish religious and cultural developments, and the path toward the Union of the Crowns and the creation of a United Kingdom with England. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

318. HISTORY OF THE ANCIENT NEAR EAST
4 hours credit
Survey of social, political and religious institutions of the ancient Mesopotamian civilizations of the Sumerians, Babylonians, Hebrews, Assyrians, Hittites and Dynastic Egypt, with emphasis on cultural contributions. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

319. ROMAN HISTORY
4 hours credit
Portrays the rise of Rome from city-state to empire. Emphasis on social and cultural achievements from eighth century B.C. to fourth century A.D. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

320. HISTORY OF THE EARLY CHRISTIAN CHURCH
4 hours credit
Traces the history of Christianity from its origins in Jerusalem to its full organization in the reign of the emperor Justinian. Focus on the rise of episcopal authority, the origins and popular appeal of monasticism and the early papacy. Includes selections from the New Testament, the church fathers of the East and Saint Augustine. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

321. HISTORY OF MEDIEVAL EUROPE
4 hours credit
Survey of culture and institutions of eastern and western Europe from the Age of Constantine to the end of the Hundred Years' War and the fall of Constantinople to the Turks. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

322. RENAISSANCE TO REVOLUTION (1450-1815)
4 hours credit
European developments from the Age of Exploration through the French Revolution, emphasizing the development of early nationalism, absolutism, colonialism, capitalism, the middle classes, religious wars, cultural change and scientific thought. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

323. EUROPE IN THE 19TH CENTURY
4 hours credit
Analysis of developments from the time of Napoleon to 1900 with emphasis on the industrial revolution and imperialism. Considers reorganization of the European state system and origins of the great ideological conflicts. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

324. GERMAN HISTORY SINCE 1815
4 hours credit
History of German-speaking Europe from the Napoleonic period to the present concentrating on the problems of German nationalism within the framework of modern European society. Social, economic and cultural developments also emphasized. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

325. HISTORY OF EUROPEAN REVOLUTIONS SINCE 1815
4 hours credit
Examination of representative revolutions since the time of Napoleon. Assesses the influence of the French revolution on 19th century uprisings; explores the changed character of revolutions in the 20th century; attempts to construct a revolutionary model. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

326. THE FRENCH REVOLUTION AND NAPOLEON, 1789-1815
4 hours credit
Study of the French Revolution and the Napoleonic period. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

327. THE HABSBURG EMPIRE, 1740-1918
4 hours credit
Examination of the Habsburg lands and peoples emphasizing the political, cultural, economic, dynastic and ethnic problems of the monarchy. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

330. PROSEMINAR IN HISTORY
4 hours credit
Survey of selected historians and their philosophies of history. Guides students in the preparation of a formal research paper using primary and secondary sources. **Prerequisites:** HIST 101, 102 and 201 or 202. **Three hours lecture, one hour laboratory per week. Meets General Education IIB. (Required C or better.)**

332. MODERN MEXICO
4 hours credit
Mexican history since 1815 with special attention to independence, caudillismo, relations with the United States, revolution, democracy, socioeconomic inequality and ethnicity. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

333. MODERN BRAZIL
4 hours credit
Brazilian history since 1822 with special attention to imperial organization, slavery and abolition, populism, military rule,

socioeconomic inequality, and economic development. **Three hours per week with enhancement. Meets General Education IIB.**

334. COLONIAL LATIN AMERICA
4 hours credit
History of Colonial Latin America, focusing on the interaction between various Native American groups and the Spanish and Portuguese, as well as political and economic movements which accompanied colonization. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

335. MODERN LATIN AMERICA 1800-PRESENT
4 hours credit
Survey of Latin American history from the age of independence from Spain and Portugal through the early 2000s. The primary focus is the origins and development of natural wealth and social deprivation in political, social and cultural developments in several different regions. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

340. HISTORY OF AFRICA TO 1870
4 hours credit
Development of indigenous political and social institutions leading to the formation of states and empires. The slave trade and the onset of European imperialism emphasized. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

341. HISTORY OF AFRICA: 1870-PRESENT
4 hours credit
Emphasizes the history and politics of imperialism from the "scramble" for Africa to decolonization. Emphasis on the interaction of African and European institutions. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

342. HISTORY OF INDIA TO 1857
4 hours credit
Study of the early political, social, cultural and religious history of the Indian subcontinent until 1857. Focus is on the development of Indian institutions, the rise of Hinduism and Buddhism, the Mauryan, Gupta and Mughal empires, and the arrival of Europeans. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

343. HISTORY OF INDIA: 1857 TO PRESENT
4 hours credit
Study of political, social and cultural history of India from the mid-19th century to the present. Emphasis on the period of British rule, growth of Indian nationalism and the emergence of independent India and Pakistan. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

350. THE MIDDLE EAST TO 1800
4 hours credit
Survey of the political, social and economical history of the Middle East from the rule of Islam to the 19th century. Emphasis on the rise and decline of the Arab Caliphates, Persia and the Ottomans. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

355. THE MIDDLE EAST SINCE 1800
4 hours credit
History of the strategic region from the beginnings of nationalism through the fall of the Ottoman Empire to the current existence of independent states. Emphasis on the historical understanding of the modern situation. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

362. CHINESE CIVILIZATION
4 hours credit
Chinese civilization from its origins in the Bronze Age to the rise of nationalism and communism in the 20th century. Attention divided equally between political and cultural history, emphasizing the development of traditional institutions in Chinese society, as well as art, literature, religion and philosophy. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

363. JAPANESE CIVILIZATION
4 hours credit
Japanese culture and political development from the Familial Age to the present. Equal emphasis on politics, economics, art and architecture, drama and literature, philosophy, and religion as persistent and evolving traditions. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

364. MODERN JAPAN
4 hours credit
Economic, social, cultural and political study of the evolution of Japan from a traditional, isolated and closed society to a Westernized superpower. Emphasis on the 19th and 20th centuries. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

370. GREEK HISTORY
4 hours credit
Historical survey of classical Greek civilization, including political, socioeconomic and religious institutions. Particular emphasis on cultural and artistic aspects of Hellenic civilization. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

371. INTRODUCTION TO CLASSICAL MYTHOLOGY
4 hours credit
Introduces the student to major figures in classical Greek and Roman mythology and demonstrates the interconnectedness of classical mythology and history from ancient times until the present. A general knowledge of classical mythology is indispensable for an understanding of social and political history of both the ancient and modern worlds. Also, without this knowledge, much of literature and art, past and present, would remain unintelligible. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

375. TOPICS IN AMERICAN STUDIES
4 hours credit
Historical study of a particular aspect of American society and culture. May be taken twice under different course titles. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

376. VIOLENCE AND NONVIOLENCE IN AMERICA
4 hours credit
Explores the paradoxical history of violence and nonviolence in America through lectures, readings and films. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement.**

377. WOMEN IN EARLY AMERICAN HISTORY
4 hours credit
Examines the role of women in U.S. history from Colonial times to 1890, with particular attention to the family and to traditional politics, economic and cultural institutions. **Prerequisite:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

378. WOMEN IN MODERN AMERICA
4 hours credit
Charts the course of the women's movement in 20th-century America, examining the relationship between organized feminism and changes in public and private lives of women from different class, racial and ethnic backgrounds. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

379. WOMEN AND FAMILY IN EUROPE AND THE UNITED STATES
4 hours credit
Explores a variety of themes in the history of women and the family during the 19th and 20th centuries. Themes studied include women and religion, middle-class female values, the working-class experience, feminism, and gender roles in various political and cultural contexts. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

380. THE AMERICAN MILITARY EXPERIENCE
4 hours credit
Military history enables students to understand better the role played by the armed forces in American society today through a study of the origins and development of military institutions, traditions and practices in the United States, 1775 to the present. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

382. AMERICAN RELIGIOUS HISTORY
4 hours credit
Survey of religious developments in America from pre-European settlement to the 20th century. Special attention to relationships among social, cultural and religious changes. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

383. HISTORY OF AMERICAN ENTERPRISE
4 hours credit
Study of the development of the American entrepreneurial spirit and its influence on culture, society and politics from the European heritage to the present. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

384. NATIVE AMERICAN HISTORY
4 hours credit
Explores Native American history before contact with Europeans, through struggles with the emerging new nation, forced reservations and Indian activism, to current status of tribal members. Examines the political, economic, social and cultural aspects of Native Americans. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

386. WILDERNESS AND U.S. CULTURE, 1492-PRESENT
4 hours credit
Study of historical factors that contributed to attitudes toward wilderness and preservation efforts. Particular emphasis on American thought with special attention to Thoreau, Cole, Muir and Leopold. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

387. RACISM AND DISCRIMINATION
4 hours credit
Multiperspective historical examination of the nature, origins and growth of racism and discrimination in America, with particular emphasis on the 20th century. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement.**

388. CIVIL RIGHTS IN AMERICAN HISTORY
4 hours credit
History of civil rights in America from the colonial period to the present; emphasis on the application of civil rights legislation to African-Americans and Indians and expansion to include women and others. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement.**

389. U.S. ENVIRONMENTAL HISTORY
4 hours credit
History of rural and urban land use. Topics include the rise of the public lands movement and environmentalism in the United States, the history of ecology and the cultural roots of the modern environmental crisis. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

390. STUDIES IN WESTERN EUROPE
4 hours credit
Focused study on particular periods, places, trends or problems in Western Europe. May be taken twice under different course titles. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

392. GLOBAL ENVIRONMENTAL HISTORY
4 hours credit
Whether one is discussing the Chernobyl disaster, the crab fishery in Maryland or global warming, the problems, as well as the proposed solutions, of contemporary environmentalism are all couched in international terms. As such, environmentalism is at the center of 20th century debates about the limits of the nation-state. The emergence of this contemporary international environmentalism, is closely linked to the history of the modern world. Topics ranging from the Industrial Revolution, European expansion and colonialism, to revolt, nationalism and the politics of the Cold War will be examined. Although the roots of current environmental politics will be discussed, the course will focus on the recent past, from the 1880s to the present, and on the challenges to modernity posed by environmental change. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

395. MATERIAL CULTURE STUDIES IN AMERICAN HISTORY
4 hours credit
Introduction to the specialized study of the American past through examination of cultural artifacts and documents relating to them. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

399. INTERNATIONAL FIELD STUDY
4-8 hours credit
On-site study of the geography, history and culture of selected countries. Work in the field preceded by pre-tour lectures. May be taken twice for credit under different subtitles. **Prerequisites:** Sophomore standing or permission of instructor. **Meets General Education IIB.**

400. HISTORY OF MARYLAND
4 hours credit
Study of Maryland history and government from the colonial period to present. Places special stress on the leaders, institutions and contributions made in Maryland and by Maryland

to the nation. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

401. HISTORY OF U.S. FOREIGN RELATIONS
4 hours credit
Historical study of U.S. foreign relations from independence to the present, focusing on the global impact of the nation as an economic, cultural, political and military superpower. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement.**

405. THE UNITED STATES IN THE 20TH CENTURY I
4 hours credit
Progressivism to 1945. Study of the major political, diplomatic, economic, intellectual and social forces that shaped America during the first part of the 20th century, including the Progressive Movement, World War I, Roaring '20s, Great Depression and World War II. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement.**

406. THE UNITED STATES IN THE 20TH CENTURY II
4 hours credit
U.S. history from 1945 to 2000. Study of the major diplomatic, economic, intellectual and social forces that shaped America in the years following World War II, including the Cold War, Civil Rights Movement, tumultuous 1960s, and trends in the 1970s, 1980s and 1990s. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement.**

407. THE WESTWARD MOVEMENT
4 hours credit
Study of the westward movement from the Atlantic to the Trans-Allegheny and Trans-Mississippi West, with emphasis upon the influence of the frontiers in shaping American civilization. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

408. HISTORY OF THE SOUTH
4 hours credit
History of the South from the colonial period to the present, covering developments in politics, economics, culture and society. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

412, 413. SOCIAL AND CULTURAL HISTORY OF THE UNITED STATES I AND II
4 hours credit each
Studies of American thought as reflected by the people and leaders. Development of American heritage from the colonial period to the present, emphasizing the intellectual, social, religious and economic movements. The first course covers from the colonial period to reconstruction and the second course from about 1876 to present. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

415 HISTORY AND FILM
4 hours credit
Examines the impact of film on the study and understanding of history. Includes a study of how film has been used to portray 20th century events, how it has captured major events on film and how its power can be used to manipulate public opinion. Documentaries, narrative films and scholarly works will be used as resources. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education requirement IIB.**

417. HISTORY OF SCIENCE AND TECHNOLOGY
4 hours credit
Survey of evolution of scientific achievements and technology in the Western world, with particular emphasis on the cultural, economic and social implications of these developments. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

421. EUROPE IN THE 20TH CENTURY WORLD
4 hours credit
Study of the economic, social, intellectual and political development of Europe, viewed in the context of world wars, depression and conflicting political ideologies, showing the decline of European dominance and the rise of America and Asia. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

423. IMPERIAL RUSSIA
4 hours credit
Study of the Russia empire from Peter the Great to the 1917 revolution focusing on the political, economic and social developments, Russia's expansion and the conditions that led to revolution. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

424. MODERN RUSSIA
4 hours credit
Survey of the 20th century Russia and the Soviet Union, emphasizing the growth to global power, continuity and change, and the inherent problems that led to Soviet collapse and the rise of a new Russia. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

430. READINGS IN HISTORY
4 hours credit
Readings course for students who have achieved above average in at least 18 hours of history courses. May be taken twice under different course titles. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

433. HISTORY OF TUDOR-STUART BRITAIN
4 hours credit
History of Tudor and Stuart Britain, 1485-1707. Surveys the dramatic period of the 16th and 17th centuries in England and the turning point between medieval and modern worlds. Course examines the Reformation, the rise of Parliament, the English Civil Wars, the emergence of Great Britain and the English Renaissance. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement.**

435. SENIOR THESIS
4 hours credit
Individual research and preparation of a thesis by history majors. **Prerequisite:** Permission of department chair. **Three hours per week with enhancement.**

438. AMERICA IN THE GREAT DEPRESSION
4 hours credit
The songs "Brother Can You Spare a Dime" and "Happy Days Are Here Again" caught the despair and hope of Americans during the 1930s. This course considers American society, politics and culture during the 1930s. The first half explores the Crash of 1929, the social impact of the Depression, and the effectiveness of the Hoover and Roosevelt administrations in handling the national emergency. The second half explores aspects of the New Deal era: the experience of minorities, women and workers, the arts and popular culture. **Prerequisite:** HIST 330 or permission of instructor. **Three hours per week with enhancement.**

440. MINORITY GROUPS IN UNITED STATES HISTORY
4 hours credit
Attention to the role and contribution of minority groups in general, with special emphasis on some of the larger and older minority groups. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

444. AFRICAN-AMERICAN HISTORY TO 1865
4 hours credit
Explores African-American history from the Colonial period to 1865. Focuses on the beginnings of enslavement, the development of the slavery institution and the role of African-Americans in the Civil War. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

445. AFRICAN-AMERICAN HISTORY FROM 1865
4 hours credit
Explores African-American history from 1865 to present. Focuses on the struggle for acceptance, patterns of discrimination and current challenges. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

446. READINGS IN AFRICAN-AMERICAN HISTORY
4 hours credit
Introduction to past and current literature on African-Americans from 1619 to the present. Students critique, evaluate and discuss readings that depict various facets of the African experience in America. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement.**

451. WORLD WAR I
4 hours credit
Study of the events that occurred during World War I, from the assassination of Franz Ferdinand at Sarajevo to the peace of 1919. Emphasis on political developments, social and intellectual implications of the war, and its significance in shaping the 20th century. May not receive credit for both HIST 381 and HIST 451. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

452. THE SECOND WORLD WAR: A GLOBAL HISTORY
4 hours credit
The Second World War has shaped the contemporary world as no other 20th century event has. Through discussion and study of texts and film, this course examines the global political, military and economic aspects of the conflict as well as its social and cultural impact. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

453. THE COLD WAR: A GLOBAL HISTORY
4 hours credit
After 1945 the fierce rivalry between the United States and the Soviet Union threatened the world with nuclear destruction and dominated global politics for almost 50 years. This course examines the political and cultural impact of the Cold War on the United States, Europe and the developing world. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

460. HISTORY OF CHINA SINCE 1800
4 hours credit
The revolutionary transformation of China from the 19th century to the present, with emphasis on the impact of imperialism, the profound effects of Western technology and foreign policy wrought by the history of its relations with the West. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

470. HISTORY OF THE EARLY ROMAN EMPIRE
4 hours credit
Study of particular institutions and movements in Roman history. Emphasis on family history and social and religious trends during the early imperial period of Roman history. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

471. BRONZE AGE AEGEAN
4 hours credit
Study of the Bronze Age Aegean archaeology of the Minoan, Mycenaean and Trojan civilizations. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

472. STUDIES IN CLASSICAL ARCHAEOLOGY
4 hours credit
Assorted topics and archaeological sites of the ancient Mediterranean world (Crete, Greece and Italy). May be taken twice under different subtitles. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

473. ROMAN ARCHAEOLOGY
4 hours credit
Study of Roman archaeology from the early Iron Age through the Republican and Imperial periods. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

474. HISTORY OF ANCIENT EGYPT
4 hours credit
Intensive study of three eras of Egyptian history: the Pyramid Age, the chaotic Middle Kingdom and New Kingdom Absolutism. Emphasis on cultural, religious and artistic contributions. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

475. GREEK ARCHAEOLOGY
4 hours credit
Study of Greek archaeology from the Protogeometric and Archaic periods through the Classical (Hellenic) and Hellenistic eras. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

477. MILITARY HISTORY OF THE MODERN WORLD
4 hours credit
Examines the military history of the modern world from 1500 AD to the present. The focus is on the strategy and tactics used by modern armies, how these affected the lives of populations and how new developments in these fields have influenced the history of the modern world. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement.**

478. ANCIENT MILITARY HISTORY
4 hours credit
Explores the history of the great battles and campaigns of antiquity. Emphasis is placed on developments in strategy and tactics, the lives of the men in the ranks, the careers of leaders, and the decisive nature of these conflicts on the course of history. Special attention is given to the interaction between military realities and the functioning of society as a whole. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

479. MEDIEVAL MILITARY HISTORY
4 hours credit
Explores the military history of the medieval world from the fall of the Roman Empire in the fourth century A.D. and the

establishment of the Germanic kingdoms to the decline of the supremacy of mounted warrior at the beginning of the sixth century. Students will be encouraged to understand the relationship between military realities and the social structure of medieval societies. The course will also outline the strategy and tactics used by medieval armies, how these tactics affected the lives of populations and how new developments in these fields led to the creation of nation-states in the early modern period. Time will also be spent studying the ideas of the period through the lives of some of the medieval world's greatest soldiers, statesmen, philosophers and historians. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

480. MUSEUM STUDIES
4 hours credit
Work experience course that invites students to learn techniques of museology. Students work in cooperation with various local or regional museums under the supervision and direction of a museum curator. May be taken twice with the permission of the instructor. **Prerequisite:** Written approval of department chair to register. **Three hours per week with enhancement. Meets General Education IIB.**

483. ENVIRONMENTAL HISTORY OF DELMARVA
4 hours credit
Through class discussions, students will gain an understanding of the natural history of Delmarva and Chesapeake, the changing patterns of land and resource use, environmental conflicts, the growth of 20th century conservation efforts and the implication of burgeoning growth in the Eastern metropolitan corridor of Delmarva. This course draws upon the resources of the Salisbury area through local speakers, environmental activists, foresters, authors and farmers. The course will utilize: the Ward Museum of Wildfowl Art, the Nanticoke Indian Museum, Furnace Town, Wye Island NWMA, Pemberton Park, and Crisfield and Smith islands. Research paper is required. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

484. SEMINAR IN LATIN AMERICAN HISTORY
4 hours credit
Explores through readings, discussion and research basic problems in Latin American history. The period or topics studied are selected by the instructor. May be taken twice under different course subtitles. **Prerequisite:** HIST 330 or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

490. STUDIES IN HISTORY
4 hours credit
Intensive historical study of particular periods and groups, economic, intellectual, cultural, social movements and/or institutions. May be taken twice under different course titles. **Prerequisites:** Sophomore standing or permission of instructor. **Three hours per week with enhancement. Meets General Education IIB.**

496. INDEPENDENT STUDY/HISTORIOGRAPHY
4 hours credit
Advanced students will read in depth on a chosen subject under the guidance of a faculty mentor. Focus is on secondary sources to gain understanding of the range of historical interpretations on a given subject. **Prerequisite:** HIST 330 or permission of instructor and department chair.

497. UNDERGRADUATE RESEARCH
4 hours credit
Research opportunity for advanced students of history to reconstruct aspects of the past using primary documentation under the guidance of a faculty member knowledgeable of the chosen subject. **Prerequisites:** HIST 330 and permission of instructor or department chair.

498. INTERNSHIP
1-4 hours credit
This course is intended to provide advanced undergraduate history majors with the opportunity to gain professional experience in a history-related field under the supervision of an on-site professional and a faculty member. Open to juniors and seniors, it offers excellent preparation for professional development in history related fields or for graduate study. **Prerequisites:** HIST 330 and permission from instructor or department chair.

499. HONORS
4 hours credit
Independent study, research and conferences undertaken by history majors for departmental honors at the invitation of the department. May not be taken on a pass/no credit basis. **Prerequisites:** Approval of department, 20 hours of coursework in history including HIST 330, minimum 3.5 average in history.

500. HISTORY OF MARYLAND
3 hours credit
Study of Maryland history and government from the colonial period to present. Places special stress on the leaders, institutions and contributions made in Maryland and by Maryland to the nation. **Three hours per week.**

511. THE UNITED STATES IN THE 20TH CENTURY I
3 hours credit
Progressivism to 1945. Study of the major political, diplomatic, economic, intellectual and social forces that shaped America during the first part of the 20th century, including the Progressive Movement, World War I, Roaring '20s, Great Depression and World War II. **Three hours per week.**

513. THE UNITED STATES IN THE 20TH CENTURY II
3 hours credit
U.S. history from 1945 to 2000. Study of the major diplomatic, economic, intellectual and social forces that shaped America in the years following World War II, including the Cold War, Civil Rights Movement, tumultuous 1960s, and trends in the 1970s, 1980s and 1990s. **Three hours per week.**

514. THE WESTWARD MOVEMENT
3 hours credit
Study of the westward movement from the Atlantic to the Trans-Allegheny and Trans-Mississippi West, with emphasis upon the influence of the frontiers in shaping American civilization. **Three hours per week.**

515 HISTORY AND FILM
3 hours credit
Examines the impact of film on the study and understanding of history. Includes a study of how film has been used to portray 20th century events, how it has captured major events on film and how its power can be used to manipulate public opinion. Documentaries, narrative films and scholarly works will be used as resources. **Three hours per week.**

516. HISTORY OF THE SOUTH
3 hours credit
History of the South from the colonial period to the present, covering developments in politics, economics, culture and society. **Three hours per week.**

517. HISTORY OF SCIENCE AND TECHNOLOGY
3 hours credit
Survey of evolution of scientific achievements and technology in the Western world, with particular emphasis on the cultural, economic and social implications of these developments. **Three hours per week.**

518, 519. SOCIAL AND CULTURAL HISTORY OF THE UNITED STATES I AND II
3 hours credit each
Studies of American thought as reflected by the people and leaders. Development of American heritage from the colonial period to the present, emphasizing the intellectual, social, religious and economic movements. The first course covers from the colonial period to reconstruction and the second course from about 1876 to present. **Three hours per week.**

521. EUROPE IN THE 20TH CENTURY WORLD
3 hours credit
Study of the economic, social, intellectual and political development of Europe, viewed in the context of world wars, depression and conflicting political ideologies, showing the decline of European dominance and the rise of America and Asia. **Three hours per week.**

523. IMPERIAL RUSSIA
3 hours credit
Study of the Russia empire from Peter the Great to the 1917 revolution focusing on the political, economic and social developments, Russia's expansion and the conditions that led to revolution. **Three hours per week.**

524. MODERN RUSSIA
3 hours credit
Survey of the 20th century Russia and the Soviet Union, emphasizing the growth to global power, continuity and change, and the inherent problems that led to Soviet collapse and the rise of a new Russia. **Three hours per week.**

525. HISTORY OF U.S. FOREIGN RELATIONS
3 hours credit
Historical study of U.S. foreign relations from independence to the present, focusing on the global impact of the nation as an economic, cultural, political and military superpower. **Three hours per week.**

533. HISTORY OF TUDOR-STUART BRITAIN
3 hours credit
History of Tudor and Stuart Britain, 1485-1707. Surveys the dramatic period of the 16th and 17th centuries in England and the turning point between medieval and modern worlds. Course examines the Reformation, the rise of Parliament, the English Civil Wars, the emergence of Great Britain and the English Renaissance. **Three hours per week.**

538. AMERICA IN THE GREAT DEPRESSION
3 hours credit
The songs "Brother Can You Spare a Dime" and "Happy Days Are Here Again" caught the despair and hope of Americans during the 1930s. This course considers American society, politics and culture during the 1930s. The first half explores the Crash of 1929, the social impact of the Depression, and the effectiveness of the Hoover and Roosevelt administrations in handling the national emergency. The second half explores aspects of the New Deal era: the experience of minorities, women and workers, the arts and popular culture. **Three hours per week.**

540. MINORITY GROUPS IN UNITED STATES HISTORY
3 hours credit
Attention to the role and contribution of minority groups in general, with special emphasis on some of the larger and older minority groups. **Three hours per week.**

544. AFRICAN-AMERICAN HISTORY TO 1865
3 hours credit
Explores African-American history from the colonial period to 1865. Focuses on the beginnings of enslavement, the development of the slavery institution and the role of African-Americans in the Civil War. **Three hours per week.**

545. AFRICAN-AMERICAN HISTORY FROM 1865
3 hours credit
Explores African-American history from 1865 to present. Focuses on the struggle for acceptance, patterns of discrimination and current challenges. **Three hours per week.**

551. WORLD WAR I
3 hours credit
Study of the events that occurred during World War I, from the assassination of Franz Ferdinand at Sarajevo to the peace of 1919. Emphasis on political developments, social and intellectual implications of the war, and its significance in shaping the 20th century. **Three hours per week.**

552. THE SECOND WORLD WAR: A GLOBAL HISTORY
3 hours credit
The Second World War has shaped the contemporary world as no other 20th century event has. Through discussion and study of texts and film, this course examines the global political, military and economic aspects of the conflict as well as its social and cultural impact. **Three hours per week.**

553. THE COLD WAR: A GLOBAL HISTORY
3 hours credit
After 1945 the fierce rivalry between the United States and the Soviet Union threatened the world with nuclear destruction and dominated global politics for almost 50 years. This course examines the political and cultural impact of the Cold War on the United States, Europe and the developing world. **Three hours per week.**

560. HISTORY OF CHINA SINCE 1800
3 hours credit
The revolutionary transformation of China from the 19th century to the present, with emphasis on the impact of imperialism, the profound effects of Western technology and foreign policy wrought by the history of its relations with the West. **Three hours per week.**

570. HISTORY OF THE EARLY ROMAN EMPIRE
3 hours credit
Study of particular institutions and movements in Roman history. Emphasis on family history and social and religious trends during the early imperial period of Roman history. **Three hours per week.**

571. BRONZE AGE AEGEAN
3 hours credit
Study of the Bronze Age Aegean archaeology of the Minoan, Mycenaean and Trojan civilizations. **Three hours per week.**

572. STUDIES IN CLASSICAL ARCHAEOLOGY
3 hours credit
Assorted topics and archaeological sites of the ancient Mediterranean world (Crete, Greece and Italy). May be taken twice under different subtitles. **Three hours per week.**

573. ROMAN ARCHAEOLOGY
3 hours credit
Study of Roman archaeology fro m the early Iron Age through the Republican and Imperial periods. **Three hours per week.**

574. HISTORY OF ANCIENT EGYPT
3 hours credit
Intensive study of three eras of Egyptian history: the Pyramid Age, the chaotic Middle Kingdom and New Kingdom Absolutism. Emphasis on cultural, religious and artistic contributions. **Three hours per week.**

575. GREEK ARCHAEOLOGY
3 hours credit
Study of Greek archaeology from the Protogeometric and Archaic periods through the Classical (Hellenic) and Hellenistic eras. **Three hours per week.**

577. MILITARY HISTORY OF THE MODERN WORLD
3 hours credit
Examines the military history of the modern world from 1500 AD to the present. The focus is on the strategy and tactics used by modern armies, how these affected the lives of populations and how new developments in these fields have influenced the history of the modern world. **Three hours per week.**

578. ANCIENT MILITARY HISTORY
3 hours credit
Explores the history of the great battles and campaigns of antiquity. Emphasis is placed on developments in strategy and tactics, the lives of the men in the ranks, the careers of leaders, and the decisive nature of these conflicts on the course of history. Special attention is given to the interaction between military realities and the functioning of society as a whole. **Three hours per week.**

579. MEDIEVAL MILITARY HISTORY
3 hours credit
Explores the military history of the medieval world from the fall of the Roman Empire in the fourth century A.D. and the establishment of the Germanic kingdoms to the decline of the supremacy of mounted warrior at the beginning of the sixth century. Students will be encouraged to understand the relationship between military realities and the social structure of medieval societies. The course will also outline the strategy and tactics used by medieval armies, how these tactics affected the lives of populations and how new developments in these fields led to the creation of nation-states in the early modern period. Time will also be spent studying the ideas of the period through the lives of some of the medieval world's greatest soldiers, statesmen, philosophers and historians. **Three hours per week.**

580. MUSEUM STUDIES
3 hours credit
Work experience course that invites students to learn techniques of museology. Students work in cooperation with various local or regional museums under the supervision and direction of a museum curator. May be taken twice with the permission of the instructor. **Three hours per week.**

583. ENVIRONMENTAL HISTORY OF DELMARVA
3 hours credit
Through class discussions, students will gain an understanding of: the natural history of Delmarva and Chesapeake, the changing patterns of land and resource use, environmental conflicts, the growth of 20th century conservation efforts and the implication of burgeoning growth in the Eastern metropolitan corridor of Delmarva. This course draws upon the resources of the Salisbury area through local speakers, environmental activists, foresters, authors and farmers. The course will utilize: the Ward Museum of Wildfowl Art, the Nanticoke Indian Museum, Furnace Town, Wye Island NWMA, Pemberton Park, and Crisfield and Smith islands. Research paper is required. **Three hours per week.**

590. STUDIES IN HISTORY
3 hours credit
Intensive historical study of particular periods and groups, economic, intellectual, cultural, social movements and/or institutions. May be taken twice under different course titles. **Three hours per week.**

601. METHODS OF HISTORICAL RESEARCH
3 hours credit
Students will examine first hand the vast original documentation relating to the Lower Delmarva Peninsula at the Nabb Research Center and what sort of social, political, educational, economic, religious or cultural material(s) may be included in each record type. Familiarity with 17th and 18th century language and handwriting (similar to learning a foreign language) must also be included to understand the documents. Research and interpretation will focus on creating a more complete picture of what life was like during the century after the initial settlement of the Lower Eastern Shore area. May be taken only once. **Three hours per week.**

602. SEMINAR: COLONIAL AND REVOLUTIONARY AMERICA
3 hours credit
A study of Colonial institutions and the American Revolutionary movement. Emphasis is placed upon the study of specific topics through individual research projects. May be taken twice under different course subtitles. **Three hours per week.**

603. SEMINAR IN 19TH CENTURY AMERICA
3 hours credit
An opportunity to explore in-depth 19th century American society, via themes selected by the instructor. May be taken twice under different course subtitles. **Three hours per week.**

604. SEMINAR IN EUROPEAN HISTORY
3 hours credit
Designed to enable the student to explore, through intensive research, basic problems in European history. The period or topics to be studied will be selected by the instructor. May be taken twice under different course subtitles. **Three hours per week.**

605. SEMINAR: MARYLAND HISTORY
3 hours credit
Designed to acquaint students, through readings and research, with some of the major problems and developments in the history of Maryland. May be taken twice under different course subtitles. **Three hours per week.**

606. SEMINAR IN 20TH CENTURY AMERICA
3 hours credit
Enables intensive exploration of specific periods and/or problems in this century through individual research. May be taken twice under different course subtitles. **Three hours per week.**

607. SEMINAR IN CHESAPEAKE AND MIDDLE ATLANTIC HISTORY
3 hours credit
Intensive seminar exploring comparative facets of Chesapeake history (economic, social, cultural, religious and political) in Maryland, Virginia, Delaware, New Jersey, Pennsylvania and New York. The impact of the Chesapeake area (and Delmarva) within the broader context of the Middle Atlantic community will be understood. May be taken twice under different subtitles. **Three hours per week.**

608. SEMINAR IN AMERICAN DIPLOMACY
3 hours credit
Permits investigation, through reading and research, of selected problems in the history of American diplomacy. May be taken twice under different course subtitles. **Three hours per week.**

609. STUDIES IN EARLY DELMARVA
3 hours credit
Intensive seminar which explores life on early Colonial Delmarva through examination of primary records of the Lower Eastern Shore including settlers, settlement patterns, and social and familial networks. In-depth analysis will result in the reconstruction of this Eastern Shore social and economic world. May be taken twice under different subtitles. **Three hours per week.**

610. SEMINAR IN LATIN AMERICAN HISTORY
3 hours credit
An intensive study of major institutions and specific periods in Latin America through reading and research. May be taken twice under different course subtitles. **Three hours per week.**

612. SPECIAL TOPICS SEMINAR
3 hours credit
An intensive readings or research course on a special topic selected by the instructor. May be taken twice under different course subtitles. **Three hours per week.**

613. SEMINAR IN ANCIENT HISTORY
3 hours credit
An intensive seminar exploring ancient civilizations such as Greece, Rome, Egypt and the Near East as selected by the instructor. May be taken twice under different course subtitles. **Three hours per week.**

614. SEMINAR IN ASIAN HISTORY
3 hours credit
An intensive seminar exploring in-depth Asian societies via themes selected by the instructor. May be taken twice under different course subtitles. **Three hours per week.**

615. SEMINAR IN AFRICAN HISTORY
3 hours credit
An in-depth study of specific topics in African history as selected by the instructor. May be taken twice under different course subtitles. **Three hours per week.**

629. INDIVIDUAL RESEARCH/HISTORIOGRAPHY
3 hours credit
Specialized historiography and/or research course for graduate students (either thesis or non-thesis options). May be taken only once. **Prerequisite:** Permission of the graduate director. **Three hours per week.**

630. DIRECTED RESEARCH
3 hours credit
Preparation of optional research project in master's degree program under departmental supervision. **Prerequisites:** May be taken only once and only in conjunction with HIST 631. Permission of the graduate director. **Three hours per week.**

631. THESIS
3 hours credit
May be taken only once and may be taken without HIST 630. **Prerequisite:** Permission of the graduate director.

HONORS (HONR)

111. CRITICAL THINKING AND WRITING
4 hours credit
Examines processes for developing clear and sound arguments. Emphasizes critical thinking, writing, oral debate information literacy and research skills. **Prerequisite:** Admission to the Honors Program. **Three hours per week with enhancement. Meets General Education IA.**

112. ISSUES IN THE SOCIAL SCIENCES
4 hours credit
Introduces students to fundamental aspects of the social sciences through a study of a particular issue chosen from a range of disciplines. May be taken up to three times under different topics. **Prerequisite:** Admission to the Honors Program. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

211. ISSUES IN THE HUMANITIES
4 hours credit
Introduces students to fundamental aspects of the humanities through a study of a particular cultural issue chosen from a range of disciplines. May be taken up to three times under different topics. **Prerequisite:** Admission to the Honors Program. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

212. ISSUES IN THE NATURAL SCIENCES
4 hours credit
Introduces students to fundamental aspects of the natural sciences through a study of a particular scientific issue chosen from a range of disciplines. May be taken up to three times under different topics. **Prerequisite:** Admission to the Honors Program. **Three hours per week with enhancement. Meets General Education IVB (Prior to Fall 2008: IIIB).**

311. HONORS INTERDISCIPLINARY SEMINAR
4 hours credit
Addresses topics that transcend individual disciplinary boundaries. Taught by professors from a wide variety of disciplines to appeal to Honors students of all majors. May be taken up to three times under different topics. **Prerequisites:** Admission to the Honors Program, permission of Honors director. **Three hours per week with enhancement.**

312. HONORS RESEARCH/CREATIVE PROJECT
1 hour credit
Develop a research or creative project suitable for presentation at an undergraduate research conference or equivalent public venue. Work one-on-one with a faculty mentor from a department of the student's choosing and with Honors administrative faculty to complete and present the independent project. **Prerequisite:** Admission to Honors Program. **One hour per week.** *(P/F)*

490. HONORS THESIS PREPARATION
1 hour credit
Designed to set up the framework and faculty support for the thesis. It usually is taken the semester before the students write their thesis. Required for those who wish to complete a thesis. **Prerequisite:** Permission of the Honors director. **One hour per week.** *(P/F)*

495. HONORS THESIS
3-4 hours credit
Independent study culminating in substantial original research, scholarly or creative work. Students may apply to the Honors faculty administrators for permission to substitute another department's thesis or independent study course for HONR 495. The thesis must be completed with a B or better to fulfill the Honors program requirement. **Prerequisite:** HONR 490. **Corequisite:** HONR 496. **Three hours per week.**

496. HONORS THESIS CONSULTATION
0 hours credit
Designates the Honors thesis consultation with thesis director and committee. **Prerequisite:** HONR 490. **Corequisite:** HONR 495 or departmental research/creative course approved by Honors administrator.

INFORMATION SYSTEMS (INFO)

111. BUSINESS MICROCOMPUTER USE
1 hour credit
Laboratory course that familiarizes students with current end-user software such as word processors, spreadsheets and databases. **Two hours per week.**

211. INFORMATION SYSTEMS CONCEPTS FOR MANAGEMENT
3 hours credit
Examines use of information technology to meet management challenges within the business environment. Computer-based labs and class discussions promote understanding of the technical aspects of information systems and an appreciation for the relationship between systems and organizational processes. **Prerequisite:** Demonstrated proficiency in

office productivity tools through examination or approved coursework (INFO 111, COSC 116, COSC 118, COSC 120 or equivalent). May take INFO 111 concurrently with INFO 211. **Three hours per week.**

281. INTERMEDIATE BUSINESS STATISTICS
3 hours credit
Study of modern statistical technique with emphasis on data analysis in a computer-assisted environment. Topics include analysis of variance and experimental design, categorical data analysis, regression analysis, model building, time series analysis and index numbers. **Prerequisites:** INFO 111 or COSC 116, MATH 160 and a C or better in MATH 155. **Three hours per week.**

301. BUSINESS APPLICATIONS DEVELOPMENT
3 hours credit
Introduction to the development of business applications using software development languages and tools commonly used in industry. Topics include design and implementation of user interfaces, business process automation and data stores. **Major Prerequisites:** Admission to Professional Program, INFO 211. **Non-Major Prerequisites:** Junior standing, INFO 211. **Three hours per week.**

311. BUSINESS SYSTEMS ANALYSIS
3 hours credit
Study of the methods and techniques for conducting a systems project that solve business problems with information technology. Plan, analyze, design and implement a business system as a member of a project team. Computer-based systems analysis and design tool is available for use in the lab. May not receive credit for both INFO 475 and INFO 311. **Major Prerequisites:** INFO 211, admission to Professional Program. **Non-Major Prerequisites:** INFO 211, junior standing. **Three hours per week.**

315. PROJECT MANAGEMENT
3 hours credit
Introduces students to formal project management methods, tools and processes, including scope, quality, scheduling, cost estimation, communication, risk and change management. Follows the Project Management Body of Knowledge. Although case examples focus on information systems, it can apply to any major. Includes teamwork, guest lectures from industry project leaders and software applications. **Major Prerequisites:** Admission to Professional Program, INFO 211. **Non-Major Prerequisites:** Junior standing, INFO 211.**Three hours per week.**

326. OPERATIONS MANAGEMENT
3 hours credit
Study of productivity, quality control, cost-effectiveness and profitability of manufacturing and service organizations from the managerial perspective. Topics include product design, resource requirements and flow, facility layout, distribution system design, quality control, forecasting techniques and inventory policy. **Major Prerequisite:** Admission to Professional Program, INFO 281. **Non-Major Prerequisite:** Junior standing, INFO 281. **Three hours per week.**

338. SPECIAL TOPICS
3 hours credit
Advanced study of varying information systems topics based on students' interests and needs. May be repeated once for credit under different subtitle. May substitute for an information systems major elective. **Prerequisite:** Varies by topic. **Three hours per week.**

340. DATA MINING FOR BUSINESS INTELLIGENCE
3 hours credit
A high-growth area, data mining is used by organizations to better understand their situations as well as the world in which they function in order to devise effective strategies and policy options. Learn the concepts, software tools and related skills to help students become professional data analysts. A term project and presentation adopts a real-world, problem-solving context. **Major Prerequisites:** Admission to Professional Program, INFO 211, 281. **Non-Major Prerequisite:** Junior standing. **Three hours per week.**

350. WEB ANALYSIS AND DESIGN
3 hours credit
Investigates the current state of the Web by analyzing best practices. Involves formal theories for analysis and design. Students will participate in usability studies. The theories and studies of renowned usability, design and technical experts will be highlighted throughout the course. **Major Prerequisites:** Admission to Professional Program, INFO 211. **Non-Major Prerequisites:** Junior standing, INFO 211. **Three hours per week.**

370. INFORMATION SYSTEMS AND INTEGRATED BUSINESS PROCESSES
3 hours credit
Examines enterprise resource planning (ERP) information systems used extensively in organizations to facilitate integrated business processes. Provides a conceptual review of underlying business process implemented in ERP systems as well as hands-on use of ERP software to reinforce understanding. The roles of other enterprise systems are discussed and demonstrated. May not receive credit for both INFO 370 and INFO 470. **Major Prerequisite:** Admission to Professional Program. **Non-Major Prerequisites:** Junior standing, INFO 211. **Three hours per week.**

385. DATA COMMUNICATIONS AND NETWORKING
3 hours credit
Concepts and characteristics of data communication systems including network architectures, network operating systems, OSI Reference Model and network trends. Examination of wired and wireless networks, network security and network management. **Major Prerequisites:** Admission to Professional Program, INFO 211 or COSC 116 or COSC 120. **Non-Major Prerequisites:** Junior standing, INFO 211 or COSC 116 or COSC 120. **Three hours per week.**

386. DATABASE MANAGEMENT SYSTEMS
3 hours credit
Study of the design, implementation and application of database management systems. Examination of several commercially available systems. **Major Prerequisites:** Admission to Professional Program, INFO 211. **Non-Major Prerequisites:** Junior standing, INFO 211 or COSC 118 or COSC 120. **Three hours per week.**

395. MANAGERIAL DECISION SUPPORT SYSTEMS WITH VBA
3 hours credit
Implementation of computerized technologies to support managerial decision-making using Visual Basic for Applications to create cost-effective and impressive client deliverables. Topics include decision support approaches and expert systems as implemented in and integrated with spreadsheet business software for rapid applications development. **Major Prerequisites:** Admission to Professional Program, INFO 211. **Non-Major Prerequisites:** Junior standing, INFO 211. **Three hours per week.**

401. INTERACTIVE WEB DEVELOPMENT
3 hours credit
Provides an overview of Web development and issues relating to remote delivery of interactive information and Web-based content. Rapid applications development approaches are stressed. Topics include use of XML, Web services, asynchronous scripts, user validation and security features. **Major Prerequisites:** Admission to Professional Program, INFO 301. **Non-Major Prerequisites:** Junior standing, INFO 301. **Three hours per week.**

440. STORAGE TECHNOLOGY FUNDAMENTALS
3 hours credit
Comprehensive coverage of modern storage technology which enables students to make more informed decisions in an increasingly complex IT environment. Learn the latest storage architectures, such as Storage Subsystems, SAN, NAS, DAS, CAS, IP-SAN and data security. **Prerequisite or Corequisite:** INFO 386. **Three hours per week.**

450. COMPUTER HARDWARE AND OS TECHNOLOGIES
3 hours credit
Study of technical topics related to computer systems. Emphasis is placed on hardware architecture, operating systems, basic networking and application software compatibilities issues. May not receive credit for both INFO 450 and INFO 455. **Major Prerequisites:** Admission to Professional Program, INFO 211. **Non-Major Prerequisites:** Junior standing, INFO 211. **Three hours per week.**

455. ADVANCED MICROCOMPUTER APPLICATIONS IN BUSINESS
3 hours credit
Advanced study of microcomputer applications in business with extensive coverage of database management, decision support and operating systems and the use of standard business software. May not receive credit for both INFO 450 and INFO 455. **Major Prerequisites:** INFO 211, admission to Professional Program. **Non-Major Prerequisites:** INFO 211, junior standing. **Three hours per week.**

465. GLOBAL INFORMATION SYSTEMS MANAGEMENT
3 hours credit
Analysis of technical, cultural, organizational and geopolitical challenges facing business and IT professionals in implementing and managing IT in an increasingly global, technological environment. Current readings and case studies are used to examine infrastructure, e-business, global teamwork, and transborder and cross-cultural information systems issues. **Major Prerequisites:** INFO 211, admission to Professional Program. **Non-Major Prerequisites:** INFO 211, junior standing. **Three hours per week.**

476. INFORMATION SYSTEMS DEVELOPMENT AND IMPLEMENTATION
3 hours credit
Design, implementation, and documentation of an information system. The development project is in the form of field-study or in-depth case-study. Successful completion of this course satisfies the ABLE requirement. **Major Prerequisites:** INFO 311, admission to Professional Program. **Non-Major Prerequisites:** INFO 311, junior standing. **Three hours per week.**

480. SEMINAR IN INFORMATION SYSTEMS
3 hours credit
Study of major research findings, case studies and current issues relevant to management in the era of computer-based information systems and use of standard business software. **Prerequisites:** Information systems major and junior standing. **Three hours per week.**

485. ADVANCED SEMINAR ON NETWORKING
3 hours credit
Advanced study of designing, implementing, administering and troubleshooting networks that incorporate major network operating systems. Discussion on effectiveness of networks and general IT. Assists students working toward entry-level general networking (Network+, Network Security, etc.) or vendor-specific (Cisco, Microsoft, Linux, etc.) certifications. **Major Prerequisites:** INFO 385, admission to Professional Program. **Non-Major Prerequisites:** INFO 385, junior standing. **Three hours per week.**

490. INFORMATION SYSTEMS INTERNSHIP
3 hours credit
Professional work experience in information systems. **Prerequisites:** INFO 311, placement approval and permission of the department chair, completion of ABLE administrative requirements, admission to Professional Program.

491. ADVANCED INFORMATION SYSTEMS INTERNSHIP
1-3 hours credit
Research associated with an internship experience in information systems. **Prerequisite:** INFO 490 or ABLE requirement, placement approval and permission of the department chair, completion of ABLE administrative requirements. **One to three hours per week.**

494. DIRECTED STUDY IN INFORMATION SYSTEMS
1-3 hours credit
Intensive research or study of a selected topic in information systems. May be used as an information systems elective if approved by the department chair. May be repeated once for credit under different subtitles. **Prerequisites:** Junior standing and permission of instructor prior to registration.

602. MANAGEMENT DECISION MAKING
2 hours credit
Examines contemporary quantitative methodologies for optimizing firm initiatives and enhancing efficiency. Topics include multicriteria decision making, linear programming, forecasting, neural networks and Monte Carlo simulation. The use of these methodologies for strategic advantage and profit enhancement is emphasized. **Prerequisites:** Admission to the M.B.A. program; completion of MyClasses Excel Assessment; INFO 326 (or equivalent) with a grade of C or better. **Four hours per week for half a semester.**

615. PROJECT MANAGEMENT
3 hours credit
Essential concepts in project management taking a socio-technical perspective, incorporating both technical (e.g., scheduling, budgeting, tracking) and interpersonal (e.g., teams, motivation, communication) aspects of project management. Addresses all phases of project management from planning to closing. Includes project management simulation, hands-on use of project management software and planning for a real-world project. **Prerequisites:** Graduate standing. **Three hours per week.**

620. ENTERPRISE SYSTEMS
2 hours credit
Exploration of enterprise-wide systems used in businesses. Explores concepts and use of different enterprise systems including ERP and CRM systems. Gain a better understanding of ERP systems by using SAP R/3 to conduct common processes in businesses. **Prerequisites:** Admission to the M.B.A. program; INFO 326 (or equivalent) with a grade of C or better. **Four hours per week for half a semester.**

655. INFORMATION SYSTEMS FOR MANAGEMENT DECISIONS
3 hours credit
Computerized management tools for decision-making are emphasized. Design and use of data processing systems, transaction processing systems and decision support systems discussed. Microcomputer applications include database management spreadsheets, statistical and word processing packages. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

670. MANAGEMENT SCIENCE MODELS
3 hours credit
Study of rational decision-making in a computer-assisted environment. Topics include decision theory, linear programming, distribution models, inventory and project management. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

686. DATABASE PROCESSING AND MANAGEMENT
3 hours credit
Essential concepts in database management, including database processing, data modeling, relational database design and implementation. Includes project management methods, hands-on use of database tools, SQL and a team project requiring online collaboration. **Prerequisite:** Graduate standing, computer literacy, MS Office tools. **Three hours per week.**

INTERDISCIPLINARY STUDIES (IDIS)

100. FRESHMAN SEMINAR
3 hours credit
Focus on themes, issues and questions of importance in the liberal arts and sciences. Students must co-register for three General Education courses designated as part of the General Education learning community. Meets the objectives of the college orientation seminar. May be repeated once for credit. **Three hours per week.**

213. INTRODUCTION TO GENDER STUDIES
4 hours credit
Examines the historic roots of gender studies, how various disciplines approach gender issues and how concepts of gender affect lives. May not be taken for credit if student has credit for HIST 213. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

250. COMPARATIVE RELIGIONS
4 hours credit
Comprehensive overview of major religious traditions, including Judaism, Islam, Christianity, Hinduism, Buddhism, Taoism and religions of the ancient world. Focus on structural concepts such as the experience of the sacred, the roles of myth and symbolic systems, cosmologies and definitions of the religious community. **Three hours per week with enhancement.**

278. INTERDISCIPLINARY GENERAL EDUCATION: HUMANITIES
3 hours credit
Introductory-level General Education interdisciplinary course offered through the cooperation of at least two departments. Topic varies semester to semester. Develops students' abilities to integrate and synthesize ideas about the beauty and truth embodied in the traditional disciplines of the humanities. Students may use only one of the following courses to satisfy General Education IIIA or IIIC (Prior to Fall 2008: IB) requirements: IDIS 278 or 478. **Three hours per week. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

279. INTERDISCIPLINARY GENERAL EDUCATION: SOCIAL SCIENCE
3 hours credit
Introductory-level General Education interdisciplinary course offered through the cooperation of at least two departments. Topic varies semester to semester. Develops students' abilities to integrate and synthesize ideas about the interaction of humans in the social world. Students may use only one of the following courses to satisfy General Education IIIB or IIIC (Prior to Fall 2008: IIB) requirements: IDIS 279 or 479. **Three hours per week. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

280. SPECIAL TOPICS IN INTERDISCIPLINARY STUDIES
1-6 hours credit
Interdisciplinary seminar with content varying semester to semester. May be repeated under different titles for a maximum of six hours. **One to six hours per week.**

285. INTRODUCTION TO THE CREATIVE ARTS
3 hours credit
Introduces the basic elements, principles, processes, materials, and inherent qualities of dance, music, theatre, and the visual arts. A team-teaching approach focuses on experiential learning and creativity. Students are required, as a class, to create an integrative arts performance project. **Three hours per week. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

300. SERVICE LEARNING SEMINAR
1 hour credit
Explores relationships between service and companion courses using a service learning model. Twenty hours of service and one hour seminar every other week. **Prerequisite:** Permission of instructor. **Two hours per week.**

330. INTERDISCIPLINARY RESEARCH SEMINAR
4 hours credit
Upper-level interdisciplinary course focused on a seminar topic. Leads to the in-depth integration of the students' work in a broad range of environments in relation to the topic. **Prerequisite:** Junior standing or permission of instructor. **Three hours per week with enhancement.**

424. CURRENT TOPICS IN CONFLICT
3 hours credit
In-depth, interdisciplinary examination of a current case of domestic or international conflict through investigation of its economic, sociocultural, political and historical roots, and exploration of the philosophical, political and sociocultural aspects of its resolution. **Prerequisites:** SOCI 225 or POSC 409 and junior class standing. **Three hours per week.**

478. INTERDISCIPLINARY GENERAL EDUCATION: HUMANITIES
3 hours credit
Upper-level General Education interdisciplinary course offered through the cooperation of at least two departments. Topic varies semester to semester. Expands students' abilities to integrate and synthesize ideas about the beauty and truth embodied in the traditional disciplines of the humanities. Students may use only one of the following courses to satisfy General Education IIIA or IIIC (Prior to Fall 2008: IB) requirements: IDIS 278 or 478. **Prerequisite:** Junior standing. **Three hours per week. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

479. INTERDISCIPLINARY GENERAL EDUCATION: SOCIAL SCIENCE
3 hours credit
Upper-level General Education interdisciplinary course offered through the cooperation of at least two departments. Topic varies semester to semester. Expands students' abilities to integrate and synthesize ideas about the interactions of humans in the social world. Students may use only one of the following courses to satisfy General Education IIIB or IIIC (Prior to Fall 2008: IIB) requirement: IDIS 279 or 479. **Prerequisite:** Junior standing. **Three hours per week. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB) .**

485. GENDER STUDIES CAPSTONE SEMINAR
4 hours credit
Examines the central issues and questions in women's studies/gender studies from a contemporary perspective. Addresses the constructs of masculinity and femininity in psychology, education, philosophy, history, English, sociology and art. Readings, lectures and discussion provide a theoretical framework for capstone projects in spring semester. **Prerequisite:** Permission of gender studies coordinator. **Three hours per week with enhancement.**

497. UNDERGRADUATE RESEARCH
3 hours credit
Independent student research under the supervision of the Interdisciplinary Studies Coordinator. Students will have the opportunity to study a topic in depth and design their own research project to add to that area's body of knowledge. Specific topics are indicated on student transcripts. Public presentation required. **Prerequisites:** Junior standing, permission of interdisciplinary studies coordinator. **Three hours per week.**

LATIN (LATN)

101. ELEMENTARY LATIN I
3 hours credit
Introductory study of the Latin language with emphasis on basic structures including a history of Latin language from the classical period to medieval Latin. **Three hours per week. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

102. ELEMENTARY LATIN II
3 hours credit
Continuation of the beginning study of the Latin language with on-going emphasis on basic structures, translation and the history of the Latin language. **Prerequisite:** LATN 101 or at least one year of high school Latin. **Three hours per week. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

MANAGEMENT (MGMT)

320. MANAGEMENT AND ORGANIZATIONAL BEHAVIOR
3 hours credit
Study of the general nature, behavior and functions of organization and management in business. Emphasis on planning, organizing, leading, motivating and controlling. **Major Prerequisite:** Admission to Professional Program. **Non-Major Prerequisites:** Completion of 56 credit hours of college courses and ECON 150 or 211 or 212 with C or better. **Corequisite:** BUAD 300. **Three hours per week.**

325. BUSINESS AND SOCIETY
3 hours credit
Addresses social and ethical problems facing business today. Ethical principles and problem solving models are applied to issues of profit maximization, workplace diversity, consumerism, risk management, product liability, government-business interface, environmental economics, global business, financial management and other key business areas. Focus is on analyzing these problems and developing alternative ethical solutions through case studies, formal debates and class discussions. May not receive credit for both MGMT 420 and 325. **Prerequisite:** MGMT 320 or MKTG 330. **Three hours per week.**

338. SPECIAL TOPICS IN MANAGEMENT
3 hours credit
Advanced study of varying management topics based on students' interest and needs. May be repeated once for credit under different subtitles. May substitute for a management major elective depending on the topic (see director of undergraduate studies). **Major Prerequisites:** Varies by topics, admission to Professional Program. **Non-Major Prerequisites:** Varies by topics, junior standing. **Three hours per week.**

350. HUMAN RESOURCE MANAGEMENT
3 hours credit
Study of management of human resources in organizations. Topics include recruiting, selecting, developing and compensating personnel; labor union relations; and development of personnel policy. May not receive credit for both MGMT 450 and 350. **Prerequisite:** MGMT 320. **Three hours per week.**

422. MANAGEMENT OF THE MULTINATIONAL BUSINESS
3 hours credit
Provides students with an understanding of the unique features that characterize the multinational enterprise. Emphasis on the changing context in which business is conducted on a global basis. **Prerequisite:** MGMT 320. **Three hours per week.**

425. APPLIED ORGANIZATIONAL SCIENCE
3 hours credit
Use of understandings about human behavior to motivate employees to work together in harmony. Topics include fundamentals of organizational behavior, leadership and its development, organizational environment and communications, and group processes. **Prerequisite:** MGMT 320. **Three hours per week.**

428. ENTREPRENEURSHIP
3 hours credit
Practical analysis of the viability of a business venture and development of a business plan to fund such a venture. Emphasis on reducing risk and uncertainty under competitive economic conditions. **Prerequisites:** MGMT 320, MKTG 330. **Three hours per week.**

429. SMALL BUSINESS CONSULTING
3 hours credit
Study of methods and techniques for consulting with small and independent businesses. Students work with business owners under faculty supervision to study real problems of small business organizations and devise and recommend solutions. **Prerequisites:** MGMT 320, MKTG 330 and senior status. **Three hours per week.**

451. STAFFING ORGANIZATIONS
3 hours credit
Detailed examination of recruitment, selection and placement as human resources management activities. Emphasis on functional and strategic staffing topics. Topics include position advertising, interviewing and selection testing. **Prerequisite:** MGMT 350. **Three hours per week.**

452. EMPLOYEE-MANAGEMENT RELATIONS
3 hours credit
Detailed examination of human resource areas covering the relationship between employees and management. Course covers unions/collective bargaining, employee rights/responsibilities and employment law. **Prerequisite:** MGMT 350. **Three hours per week.**

453. COMPENSATION
3 hours credit
Addresses various aspects of compensation, focusing primarily on private sector organizations. Explores legal, strategic and applied aspects of the subject. Discusses the importance of compensation strategy. **Prerequisite:** MGMT 350. **Three hours per week.**

454. NEGOTIATION
3 hours credit
Explores the dynamics of negotiation. Learn interdisciplinary theories of negotiation and concepts important to the mastery of negotiation skills. The development of individual and group negotiation strategy and the use of maximizing techniques in a range of contextual settings are practiced. **Prerequisite:** MGMT 350 or permission of instructor, junior standing. **Three hours per week.**

490. MANAGEMENT INTERNSHIP
3 hours credit
Intern experience in management. May substitute for a management major elective if approved by the school dean. **Prerequisites:** Junior status, management major, placement approval and permission of the department chair, completion of ABLE administrative requirements, and admission to Professional Program.

491. ADVANCED MANAGEMENT INTERNSHIP
1-3 hours credit
Research associated with an internship experience in management. **Prerequisite:** MGMT 490 or completion of ABLE requirement, placement approval and permission of the department chair, completion of ABLE administrative requirements. **One to three hours per week.**

492. STRATEGIC MANAGEMENT
3 hours credit
Seminar in strategic business decision making. Emphasizes evaluating and integrating appropriate marketing, financial and management information. **Prerequisites:** FINA 311, INFO 326, MGMT 320, MKTG 330, business/accounting/information systems/finance/management/marketing major in their last semester before graduation. **Corequisite:** BUAD 400. (C or better required for graduation.) **Three hours per week.**

550. GRADUATE SURVEY OF MANAGEMENT
3 hours credit
Study of the interrelationship of various management functions: principles of general management, production management, information systems and management of international operations. Introduces various schools of management, modern organizational theories and the elements of decision-making. M.B.A. leveling course. **Prerequisite:** Provisional status in M.B.A. program. **Three hours per week.**

608. DEVELOPMENT OF TEAMWORK, MANAGERIAL AND LEADERSHIP SKILLS
2 hours credit
Focuses on developing effective teaming, managerial and leadership skills; initiating the development of an effective organizational culture and structure; and exploring the role that effective human resource management plays in developing organizations that can respond to ever-changing conditions. **Prerequisites:** Admission to the M.B.A. program; MGMT 320 (or equivalent) with a grade of C or better. **Four hours per week for half a semester.**

612. MANAGING THE FIRM: INTEGRATIVE PERSPECTIVES
1 hour credit
Examines different perspectives for viewing the organization as a whole by exploring broad concepts and differing models in order to see how they contribute to the broader purpose and functioning of the firm. **Prerequisites:** Admission to the M.B.A. program; MGMT 320 (or equivalent) with a grade of C or better. **Two hours per week for half a semester.**

616. THE GLOBAL ENVIRONMENT OF BUSINESS
2 hours credit
Examines the world of international business. Provides the future international manager with analytical skills to understand better economic and political aspects of the global business environment and how these affect firms. Designed to be a foundation for further studies in international business and related fields. **Prerequisite:** Admission to the M.B.A. program. **Four hours per week for half a semester.**

620. ORGANIZATIONAL THEORY
3 hours credit
Development of a framework for understanding the modern business enterprise. Includes a review of management thought and organizational theory, the functions of management and recent trends in management theory and practice in the U.S. and abroad. The contributions of behavioral science, management science, systems theory, contingency theory and other relevant theories are examined. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

622. BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY
2 hours credit
Study of the environmental forces influencing organizations. Emphasis is primarily on ethical issues originating in the external environment, but also examines other topical social issues and their impact on organizations and the managers who run them. Examines the ethical decision-making process and how it is influenced by environmental factors. **Prerequisites:** Admission to the M.B.A. program; MGMT 320 (or equivalent) with a grade of C or better. **Four hours per week for half a semester.**

624. DEVELOPING HIGH-PERFORMING ORGANIZATIONS
2 hours credit
Focuses on what it takes to develop a high-performing organization for the world market. In specific, focuses on how to recruit, select, hire, develop and retain people essential to being a world-class organization. Furthermore, focuses on how to increase flexibility of responsiveness of the organization, and motivation and commitment of the employees. **Prerequisites:** Admission to the M.B.A. program; MGMT 320 (or equivalent) with a grade of C or better. **Four hours per week for half a semester.**

625. ORGANIZATIONAL BEHAVIOR SEMINAR
3 hours credit
Study of individual and group behavior in organizational structures to understand the interaction of managers with other members of the organization. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

628. MANAGING STRATEGICALLY
2 hours credit
A capstone to the formal business program which provides an internal thought process for continuing an informal business education. Focuses on demonstrating previous course work in accounting, finance, economics, management and marketing into a useful and congruent pattern for problem solving. Learn how to analyze any given situation, separate facts from opinion and separate self-serving opinion from thoughtful evaluation. **Prerequisites:** Admission to the M.B.A. program. Course must be taken in the final spring semester of the student's M.B.A. requirements. **Four hours per week for half a semester.**

635. EXTERNAL ENVIRONMENT OF THE ORGANIZATION
3 HOURS CREDIT
Study of how external environment influences organizational strategy and how business influences society. Topics include ethics, legal environment, corporate governance, corporate social responsibility, government-business relationships, consumerism, globalization and human capital. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

665. ENTREPRENEURSHIP
3 hours credit
Analyzes organized and systematic entrepreneurship in new enterprises, established large enterprises and nonbusiness institutions. Emphasis is on applying concepts and techniques from the functional areas of business to the new venture development environment in independent and corporate settings. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

680. CORPORATE STRATEGIC PLANNING AND POLICY
3 HOURS CREDIT
Capstone course focusing on critical issues affecting the success of the total enterprise in domestic and multinational environments. Emphasis on the functions, responsibilities and ethical values of top managers as they determine the direction of the organization and shape its future. Strategy is the unifying theme in case discussions. **Prerequisite:** Completion of 12 semester hours at the 600 level in SU's M.B.A. program, including either ACCT 640, 650 or FINA 650. To be taken in the final semester before graduation. **Three hours per week.**

685. INTERNATIONAL MANAGEMENT SEMINAR
3 hours credit
Study of international aspects of business management and the environment of international business. Topics selected from environmental factors (e.g., cultural, legal, political) and the major aspects of managing business operations in the global environment (e.g., organizational behavior, human resource management and strategic management). **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

MARKETING (MKTG)

330. PRINCIPLES OF MARKETING MANAGEMENT
3 hours credit
Survey of basic marketing concepts and principles from a managerial perspective. Topics include the marketing concept, environment and demand analysis, marketing mix (product, price distribution and promotion) and an introduction to marketing strategy and international marketing. **Major Prerequisite:** Admission to Professional Program. **Non-Major Prerequisites:** Completion of 56 credit hours of college courses and ECON 150 or 211 or 212 with a C or better. **Three hours per week.**

331. ADVERTISING AND PROMOTION
3 hours credit
Managerial overview of advertising and sales promotion as they relate to economic and social systems. Topics include promotional planning, research, media selection, creative implementation, retail, business/professional and consumer advertising. **Prerequisite:** MKTG 330. **Three hours per week.**

332. CONSUMER BEHAVIOR
3 hours credit
Examination of the buyer (individual consumer and organizational agent) as problem solver. Topics include buying decision processes and social, psychological, anthropological and economic factors that influence behavior in the marketplace. Examines principles, theories, models and research techniques related to purchasing behavior. **Prerequisite:** MKTG 330. **Three hours per week.**

333. SALES MANAGEMENT
3 hours credit
Introduction to sales management and the personal selling component of marketing management. Emphasis on both the selling process as well as managing sales personnel. Topics will include market analysis, sales strategies, sales presentations and creating/administering a sales program. **Prerequisite:** MKTG 330. **Three hours per week.**

334. PRINCIPLES OF RETAILING
3 hours credit
Evaluation of retailing in our economy with emphasis on change in a dynamic environment. Topics such as structure, organization, merchandising, planning policy, inventory, pricing, record keeping, communication, personnel and location are reviewed, discussed and analyzed. **Prerequisite:** MKTG 330. **Three hours per week.**

335. MARKETING RESEARCH
3 hours credit
Collection and analysis of marketing data viewed in context of identifying the market demand (methods of decision making for marketing management). Topics include Bayesian decision theory, sampling techniques, and regression and correlation analysis. May not receive credit for both MKTG 438 and 335. **Prerequisites:** INFO 281, MKTG 330. **Three hours per week.**

338. SPECIAL TOPICS IN MARKETING
3 hours credit
Advanced study of varying marketing topics based on students' interests and needs. May be repeated once for credit under different subtitles. May substitute for a marketing major elective depending on the topic (see director of undergraduate studies). **Major Prerequisites:** Varies by topics, admission to Professional Program. **Non-Major Prerequisites:** Varies by topics, junior standing. **Three hours per week.**

401. BUSINESS MARKETING
3 hours credit
Study of concepts, techniques and problems in organizational marketing. Topics include organizational buying process, buyer-seller relationships, business market segmentation, market planning, sales forecasting and design of marketing mix strategies. Considers a variety of business marketing situations. **Prerequisite.** MKTG 330. **Three hours per week.**

423. INTERNATIONAL MARKETING
3 hours credit
Study of the decision-making process in marketing products and services across national boundaries. Examination of the design and modification of marketing strategies. Identification of potential markets with consideration of product, price, promotion and distribution decisions within the restraints of a particular cultural, economic and political setting. **Prerequisite:** MKTG 330. **Three hours per week.**

430. MARKETING MANAGEMENT STRATEGY
3 hours credit
Comprehensive managerial analysis of the marketing function. Emphasis on strategic planning and implementation and control of marketing mix activity. Students apply overall knowledge to analyze and propose solutions to marketing problems/opportunities. **Prerequisites:** Senior status, MKTG 330, six additional hours of marketing electives. **Three hours per week.**

439. SENIOR MARKETING SEMINAR
3 hours credit
Students address contemporary marketing issues and practice marketing management by using an experimental approach to assess the marketing plans and programs of marketing organizations. **Prerequisites:** Senior status, MKTG 335 or 430. **Three hours per week.**

490. MARKETING INTERNSHIP
3 hours credit
Intern experience in marketing. May substitute for a marketing major elective if approved by the school dean. **Prerequisites:** Junior status, marketing major, placement approval and permission of the department chair, completion of ABLE administrative requirements, admission to Professional Program. **One to three hours per week.**

491. ADVANCED MARKETING INTERNSHIP
1-3 hours credit
Research associated with an internship experience in marketing. **Prerequisite:** MKTG 490 or completion of ABLE requirement, placement approval and permission of the department chair, completion of ABLE administrative requirements. **Prerequisite/Corequisite:** MKTG 490.

560. GRADUATE SURVEY OF MARKETING
3 hours credit
Examination of markets and marketing functions responding to a dynamic environment. An overview of domestic and international marketing functions and institutions adapting to social, economic, legal and technical change. Special emphasis will be placed on the ramifications of consumerism and regulation of marketing activities. M.B.A. leveling course. **Prerequisite:** Provisional status in M.B.A. program. **Three hours per week.**

614. STRATEGIC MARKETING MANAGEMENT
2 hours credit
Examines the role of marketing strategy within the overall strategic framework of the organization; how to gather information, perform in-depth analyses, and make and present strategic marketing management decisions; and strategies for dealing with change, uncertainty, conflict, limited information, time pressures, and other common hurdles and obstacles to quick and effective decision making. **Prerequisites:** Admission to the M.B.A. program; MKTG 330 (or equivalent) with a grade of C or better. **Four hours per week for half a semester.**

660. MARKETING STRATEGY
3 hours credit
Study of classic and contemporary marketing strategies for both profit and nonprofit organizations. Considers the organizational-environmental interface as a shaping factor in planning and implementing the marketing mix. Emphasis placed on planning in dynamic domestic and international environments. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

661. CONSUMER AND BUYER BEHAVIOR
3 hours credit
Studies the process of customer decision-making, consumption and post-consumption activities. Both internal and external influences on those processes are examined to provide an overall foundation of buyer behavior. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

662. PROMOTIONAL STRATEGY
3 hours credit
Examines the development of promotional strategy. Advertising, sales promotion, personal selling and publicity are explored. Emphasis on planning, designing and implementing promotional strategies. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

685. INTERNATIONAL MARKETING SEMINAR
3 hours credit
Study of international aspects of marketing management and the environment of international marketing. Topics selected from international finance, international trade, environmental factors (e.g., cultural, legal, political) and the major aspects of marketing management operations in the global environment (e.g., combining application-oriented analyses requiring the utilization of various marketing management concepts). **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

MATHEMATICS (MATH)

Three units of high school mathematics (including Algebra II and geometry) or college algebra is a prerequisite for all math courses.

105. LIBERAL ARTS MATHEMATICS
4 hours credit
Study of the beauty and structure of mathematics, with emphasis on quantitative and analytical reasoning skills. Various areas of mathematics or its applications will be used as a vehicle for this study. Designed for students whose major area of study does not have specific requirements in mathematics. May not receive credit for both MATH 190 and 200. **Prerequisites:** Three years of high school mathematics including geometry or college-level intermediate algebra. **Four hours per week. Meets General Education IVB or IVC (Prior to Fall 2008: IIIB or IIIC).**

130. FUNDAMENTAL CONCEPTS I
3 hours credit
For prospective elementary school teachers, the course provides a thorough understanding of the mathematical concepts covered in grades one through eight. Moves through the mathematical content into the ability to explain the mathematical ideas and relationships. Emphasizes the ability to explain the concepts in everyday language appropriate for the listener, using correct vocabulary, and the ability to demonstrate these ideas using physical models and/or activities. Use of technology is required. Includes non-routine problem solving. May not receive credit for both MATH 103 and MATH 130. **Three hours per week. Does not meet General Education requirements.**

135. COLLEGE ALGEBRA: A MODELING APPROACH
3 hours credit
A modeling approach to algebraic topics used in problem solving. Topics include equations and functions; polynomial, exponential and logarithmic functions: graphing and data analysis/modeling. Emphasis on skill development, problem solving, critical thinking, working in teams, use of graphing calculators and communicating effectively. Credit may not be received for more than one of the following: MATH 100, 135, 140. **Prerequisites:** High school Algebra I and II. **Three hours per week. Meets General Education IVB or IVC (Prior to Fall 2008: IIIB or IIIC).**

140. COLLEGE ALGEBRA AND TRIGONOMETRY
4 hours credit
Applications-oriented college algebra and trigonometry course for students planning to study science or additional mathematics. Emphasizes computational, qualitative, visual and symbolic approaches. Topics include functions and graphs; exponential, logarithmic and trigonometric functions; and difference equations. Credit may not be received for more than one of the following: MATH 100, 102, 118, 122, 135, 140. **Prerequisites:** High school Algebra II and plane geometry. **Four hours per week. Meets General Education IVB or IVC (Prior to Fall 2008: IIIB or IIIC).**

144. ENVIRONMENTAL MATHEMATICS
3 hours credit
Systems approach to environmental concepts and problems. A principal tool is the Odum diagrammatic systems language, translated into flow equations which are then implemented by computer models. **Prerequisites:** High school Algebra II and plane geometry. **Three hours per week. Meets General Education IVB or IVC (Prior to Fall 2008: IIIB or IIIC).**

150. DATA AND PROBABILITY CONNECTIONS
3 hours credit
Provides prospective teachers with a conceptual understanding of statistics and probability. Includes concepts for which elementary curricula lay a foundation, bivariate data analysis, conditional probability, formal inference, relevant educational software and guidelines for teaching statistics as set forth by the American Statistical Association and the National Council of Teachers of Mathematics. May not receive credit for more than one: MATH 150, 151, 155 or 213. **Prerequisite or Corequisite:** MATH 130. **Three hours per week. Meets General Education IVB or IVC (Prior to Fall 2008: IIIB or IIIC).**

155. MODERN STATISTICS WITH COMPUTER ANALYSIS
3 hours credit
Descriptive and inferential analysis of raw data, emphasizing

appropriate assumptions, computer use and interpretation. Consideration of parametric and nonparametric methods and comparison of their powers. Intended for students in the social and natural sciences. May not receive credit for more than one: MATH 150, 151, 155 or 213. **Prerequisites:** High school Algebra II and plane geometry. **Three hours per week. Meets General Education IVB or IVC (Prior to Fall 2008: IIIB or IIIC).**

160. INTRODUCTION TO APPLIED CALCULUS
3 hours credit
Introductory study of differential and integral calculus with emphasis on techniques and applications. For students in the biological, management, social and behavioral sciences. **Prerequisites:** High school Algebra II and plane geometry. **Three hours per week. Meets General Education IVB or IVC (Prior to Fall 2008: IIIB or IIIC).**

198. CALCULUS FOR BIOLOGY AND MEDICINE
4 hours credit
Introduction to analytic geometry, limits, continuity, derivatives of elementary functions, applications of derivatives and antiderivatives in a biological context. May not receive credit for both MATH 198 and MATH 201. **Prerequisite:** MATH 140 or equivalent. **Four hours per week. Meets General Education IVB or IVC (Prior to Fall 2008: IIIB or IIIC).**

201. CALCULUS I
4 hours credit
Introduction to analytic geometry, limits, continuity, derivatives of elementary functions and applications of the derivative. May not receive credit for both MATH 198 and MATH 201. **Prerequisite:** MATH 140 or equivalent. **Four hours per week. Meets General Education IVB or IVC (Prior to Fall 2008: IIIB or IIIC).**

202. CALCULUS II
4 hours credit
Introduction to integrals, infinite series, applications and techniques of integration. **Prerequisite:** MATH 198 or MATH 201 or equivalent. **Four hours per week. Meets General Education IVB or IVC (Prior to Fall 2008: IIIB or IIIC).**

210. INTRODUCTION TO DISCRETE MATHEMATICS
4 hours credit
Introduction to basic techniques and modes of reasoning for discrete problem solving. Set theory, recurrence relations, counting, graphs and lattice number theory. **Prerequisite:** MATH 140 or equivalent. **Four hours per week. Meets General Education IVB or IVC (Prior to Fall 2008: IIIB or IIIC).**

213. STATISTICAL THINKING
3 hours credit
Descriptive and inferential analysis of data, emphasizing appropriate assumptions, computer use and interpretation. Parametric and non parametric methods will be compared and contrasted throughout the course. May not receive credit for more than one: MATH 150, 151, 155 or 213. Concurrent registration with MATH 214 is required **Prerequisites or Corequisites:** MATH 214 and 160 or 201. **Three hours per week.**

214. STATISTICS LABORATORY
1 hour credit
Laboratory activities to reinforce topics covered in MATH 213. Must be taken during the same semester that students register for MATH 213. Students having completed MATH 155 or equivalent may also take MATH 214. **Prerequisite or Corequisite:** MATH 213 or MATH 155. **Two hours per week.**

215. INTRODUCTION TO FINANCIAL MATHEMATICS
4 hours credit
Introduction to basic financial mathematics focusing on equivalent rates of interest and their use in discounted cashflow analysis. Topics include annuities, loans, projects, bonds, duration and convexity, the yield curve, and the fundamentals of financial derivatives such as European call and put options. **Prerequisite:** MATH 160 or equivalent. **Four hours per week. Meets General Education IVB or IVC (Prior to Fall 2008: IIIB or IIIC).**

230. FUNDAMENTAL CONCEPTS II
3 hours credit
Continuation of the process begun in MATH 130 of preparing prospective elementary school teachers to teach mathematics. Like MATH 130, it fosters a thorough understanding of fundamental mathematics and emphasizes the ability to communicate this. May not receive credit for both MATH 104 and 230. **Prerequisite:** MATH 130 completed with a C or better. **Three hours per week. Meets General Education IVB or IVC (Prior to Fall 2008: IIIB or IIIC).**

300. INTRODUCTION TO ABSTRACT MATHEMATICS
3 hours credit
Designed for students majoring and minoring in mathematics. Students experience the power of mathematical thought and develop facility with mathematical expression, both written and oral. Assignments make use of both inductive and deductive reasoning. **Prerequisite:** A course in discrete mathematics (MATH 210) with a C or better. **Three hours per week.**

306. LINEAR ALGEBRA
4 hours credit
Basic concepts of linear algebra: linear equations and matrices, vector spaces and subspaces, similar matrices, basis and dimension, linear transformations, eigenvalues, determinants, orthogonality, coordinate systems, and applications to geometry. **Prerequisite:** MATH 202. **Four hours per week.**

310. CALCULUS III
4 hours credit
Arc length, indeterminate forms, Euclidean spaces, functions of several variables, partial differentiation, multiple integrals. **Prerequisite:** MATH 202. **Four hours per week.**

311. DIFFERENTIAL EQUATIONS I
4 hours credit
Solutions of first and second order equations and their applications: separable, exact, homogeneous, linear. Numerical and series solutions of ordinary and partial differential equations. **Prerequisite:** MATH 202. **Four hours per week.**

313. SURVEY DESIGN AND SAMPLING
3 hours credit
Peculiarities of sampling and inference commonly encountered in business, the social sciences and natural resources management. Methods for selecting the sample from an existing population and ways for circumventing various difficulties. **Prerequisite:** MATH 151 or 155 or 213 or 314. **Three hours per week. Meets General Education IVB or IVC (Prior to Fall 2008: IIIB or IIIC).**

314. INTERMEDIATE APPLIED STATISTICS
3 hours credit
Optimal allocation of sampling units to treatments in order to provide the highest accuracy and lowest cost. Designs compared and contrasted for advantages and disadvantages. Introduces standard computer packages (SPSS, BMD, Minitab, etc.). **Prerequisite:** MATH 151 or 155 or 213. **Three hours per week. Meets General Education IVB or IVC (Prior to Fall 2008: IIIB or IIIC).**

362. THEORY OF COMPUTATION
3 hours credit
Applications of discrete mathematics to computer science and introduction to the theory of computation. Topics include automata and formal languages, computability by Turing machines and recursive functions, undecidability and computational complexity. Cross-listed as COSC 362. **Prerequisites:** COSC 120, MATH 210. **Three hours per week.**

380. INTERNSHIP
3 hours credit
Students work under supervisors in a local firm or public institution in conjunction with an advisor from the math department. Cross-listed with COSC 380. MATH/COSC 380 may be taken twice for a maximum of six credits, but used only once toward a major in mathematics or computer science. **Prerequisite:** Approval of department chair. **Eight to 10 hours per week.** *(P/F)*

385. DIRECTED STUDY
1-4 hours credit
For students who desire to pursue a special topic in mathematics not covered in the current curriculum. Under most circumstances students will take this course for three credit hours. This course may be repeated under different subtitles, but only a total of four credit hours from MATH 385 and/or COSC 385 may be used toward a major or minor. **Prerequisite:** Permission of the instructor and the chair of the Department of Mathematics and Computer Science. **One to four hours per week.**

390. UNDERGRADUATE RESEARCH PROJECT
1-3 hours credit
Offers study of some area of the mathematical sciences in more depth than is possible in the usual classroom setting. Students work on a project under the direction of faculty members. **Prerequisite:** Department chair and research committee approval. *(P/F)*

402. THEORY OF NUMBERS
3 hours credit
Basic concepts: integers, prime numbers, divisibility, congruencies and residues. **Prerequisite:** MATH 210 or 306 (both recommended). **Three hours per week. Meets General Education IVB or IVC (Prior to Fall 2008: IIIB or IIIC).**

406. GEOMETRIC STRUCTURES
3 hours credit
Axiomatic development of incidence, ordered incidence, affine and absolute geometries; investigation of Euclidean and non-Euclidean geometries. **Prerequisite:** MATH 210. **Three hours per week. Meets General Education IVB or IVC (Prior to Fall 2008: IIIB or IIIC).**

411. DESIGN AND ANALYSIS OF EXPERIMENTS
3 hours credit
Introduction to ideas of planning and designing statistical experiments involving data collection. Study of various statistical analyses for these designs. Discussion of optimal allocation of sampling units to treatments in order to provide the highest accuracy and lowest cost. Use standard statistical software packages such as Minitab and SPSS. **Prerequisite:** C or better in MATH 155 or 213, or permission of department. **Three hours per week.**

413. MATHEMATICAL STATISTICS I
3 hours credit
Axioms and algebra of probability, discrete and continuous random variables, multivariate distributions, limit theorems. **Prerequisites:** MATH 213, 310. **Three hours per week.**

414. MATHEMATICAL STATISTICS II
3 hours credit
Methods of estimating, properties of estimator, hypothesis testing, linear models, least squares, analysis of variance, enumerative data, nonparametric statistics. **Prerequisite:** MATH 413. **Three hours per week.**

415. ACTUARIAL AND FINANCIAL METHODS
4 hours credit
Introduction to models of survival, individual life insurance and life annuities emphasizing the traditional actuarial functions of determining premiums and reserves from a stochastic point of view. Topics include multiple life theory, models with expenses, stochastic process, and the use of binomial models, geometric Brownian motion and simulation in the study of option pricing. **Prerequisites:** MATH 215, 413. **Four hours per week.**

430. MATHEMATICAL CONNECTIONS FOR SECONDARY SCHOOL TEACHERS
4 hours credit
Connection of the undergraduate mathematical curriculum to the secondary mathematics curriculum by examining high school curriculum topics from an advanced and historical perspective. Considers contributions from diverse cultures as students examine the historical development of numbers and number systems, algebra, Euclidean and non-Euclidean geometries, calculus, discrete mathematics, statistics, probability, and measurements. **Prerequisite:** SCED 373 and MATH 441 or MATH 451. **Four hours per week.**

441. ABSTRACT ALGEBRA I
3 hours credit
Introduction to the theory of groups, rings, integral domains and fields, including basic properties of polynomials. **Prerequisite:** MATH 210 or 306 (both recommended). **Three hours per week. Meets General Education IVB or IVC (Prior to Fall 2008: IIIB or IIIC).**

442. ABSTRACT ALGEBRA II
3 hours credit
Modern abstract algebra including such topics as rings, polynomials and fields. Other topics may include algebraic coding, Boolean algebras, symmetry and mathematical crystallography, applications of finite fields to computer science. **Prerequisite:** MATH 441. **Three hours per week.**

451. ANALYSIS I
3 hours credit
Modern abstract analysis including topology of the real number system, sequences, continuity and differentiability. **Prerequisites:** MATH 202, 210. **Three hours per week.**

452. ANALYSIS II
3 hours credit
Modern abstract analysis including such topics as convergence of infinite series, sequences of functions, metric spaces, integration, topology of the real number system and continuity. **Prerequisite:** MATH 451. **Three hours per week.**

458. COMPLEX ANALYSIS
3 hours credit
Introduction to complex variables accessible to juniors and seniors in mathematics and the physical sciences. Topics will include the algebra of the complex number system, analytic functions, contour integrals, elementary functions, sequences, series and residues. More advanced topics may include conformal mapping, the Schwarz-Christoffel transformation, integral formulas of the Poisson type and Riemann surfaces. **Prerequisites:** MATH 310 and either MATH 210 or PHYS 309. **Three hours per week.**

460. OPERATIONS RESEARCH
3 hours credit
Introduction to the fundamental problems of operations research. Topics include mathematical programming, network analysis, simulation, probabilistic decision models, queuing and inventory models. **Prerequisite or Corequisite:** MATH 306. **Three hours per week.**

465. MATHEMATICAL MODELS AND APPLICATIONS
3 hours credit
Mathematical basis for model building; examples of simple models for uncomplicated systems in biology, psychology, business and other fields; finite Markov process; models for growth process. **Prerequisite or Corequisite:** MATH 306. **Three hours per week.**

471. NUMERICAL METHODS
3 hours credit
Interpolation, functional approximation, numerical differentiation and integration, nonlinear equations, systems of linear equations, analysis of error. **Prerequisites:** COSC 117 or 118 or 120 and one of the following: MATH 306 or MATH 310 or MATH/PHYS 309 **Three hours per week.**

475. INTRODUCTION TO DYNAMICS AND CHAOS
3 hours credit
Topics include orbits, bifurcations, Cantor sets and horseshoes, symbolic dynamics, fractal dimensions, notions of stability, flows and chaos. Includes motivation and historical perspectives, as well as examples of fundamental maps studied in dynamics and applications of dynamics. **Prerequisites:** MATH 202, 210. **Three hours per week.**

480. HISTORY OF MATHEMATICS
3 hours credit
Study of the chronological development of mathematics with emphasis on both the mathematical concepts and the principal contributors to the development of those concepts. **Prerequisite:** MATH 202 or 210 (both recommended). **Three hours per week.**

482. COMPUTER GRAPHICS
3 hours credit
Generate and manipulate graphic information using the computer. Emphasis on the analysis of fundamental problems associated with these activities and on the structured design of solutions. Cross-listed with COSC 482. May not be taken for credit if student has credit for COSC 482. **Prerequisites:** COSC 120 and MATH 306. **Three hours per week.**

490. SPECIAL TOPICS
3 hours credit
Enables study in specialized areas such as complex variables, logic, non-Euclidean geometry or other topics suggested by faculty or students. May be taken twice under different titles. **Prerequisites:** (For most topics) MATH 306, 310. **Three hours per week.**

493. ADVANCED TOPICS IN STATISTICS
3 hours credit
Study in specialized areas of statistics such as time series, stochastic processes, quality control designs and analyses or other topics suggested by faculty or students. May be repeated once under different subtitles. **Prerequisites:** MATH 213 and permission of instructor. **Three hours per week.**

495. DIRECTED CONSULTING
4 hours credit
Provides teams of 3-12 students with experience in using mathematical and computing tools to solve real-world problems posed by a client organization, such as a research institute, business or industry. Combines individual and group work and requires presentation of a written and oral report to the client organization and the department. Cross-listed with COSC 495. MATH/COSC 495 may be taken twice for a maximum of eight credit hours, but used only once toward a major in mathematics or computer science. **Prerequisite:** Invitation by the department chair. **Four hours per week.** *(P/F)*

500. FOUNDATIONS OF NUMBER THEORY
3 hours credit
Designed for mathematics teachers, with emphasis on the development of the real number system in elementary number theory. Graduate credit only. **Prerequisite:** One course in college mathematics or permission of instructor. **Three hours per week.**

501. NUMBER THEORY FROM A MULTICULTURAL AND HISTORICAL PERSPECTIVE
3 hours credit
Designed for middle-school teachers of mathematics, with emphasis on number systems, historical contexts, multi-cultural contributions to mathematics and middle-school curriculum. Graduate credit only. **Prerequisite:** Admission to graduate study. **Three hours per week.**

502. APPLIED STATISTICS
3 hours credit
The use of linear models in the analysis of data, starting with simple models and going to more complex models. Special attention given to the use and abuse of these models by researchers. Graduate credit only. **Prerequisite:** MATH 151 or 155 or 213. **Three hours per week.**

503. DATA ANALYSIS
3 hours credit
Designed for middle-school teachers of mathematics, with emphasis on the proper collection and analysis of data to draw meaningful conclusions. Descriptive statistics and statistical inference are both included. Explorations will be accomplished using computer software. Graduate credit only. **Prerequisite:** Admission to graduate study. **Three hours per week.**

506. SELECTED TOPICS
3 hours credit
Designed for students with a major in mathematics to develop topics in mathematics not included in their undergraduate program, or to extend areas previously studied. Specific topic may be indicated on transcript. May be taken twice under different course subtitles. Graduate credit only. **Prerequisite:** Department chair approval.

507. SEMINAR: ALGEBRA
3 hours credit
A seminar dealing with selected topics from linear and abstract algebra. A seminar paper is required. Graduate credit only. **Prerequisite:** Department chair approval.

508. SEMINAR: GEOMETRY
3 hours credit
A seminar dealing with selected topics from geometry. Topics which support course material in the secondary school curriculum will be included. A seminar paper is required. Graduate credit only. **Prerequisite:** Admission to graduate study. **Three hours per week.**

510. MATHEMATICAL REASONING
3 hours credit
Designed for middle-school mathematics teachers and others who want to enhance their capabilities in mathematical reasoning. Selected topics from discrete mathematics, including sets, logic and proof, relations, graphs, recursion and combinatorics, with a special focus on constructing and presenting well-organized arguments and justifications of mathematical statements. Graduate credit only. **Prerequisite:** Admission to graduate study (student does not have to be admitted to graduate program). **Three hours per week.**

511. DESIGN AND ANALYSIS OF EXPERIMENTS
3 hours credit
Introduction to ideas of planning and designing statistical experiments involving data collection. Study of various statistical analyses for these designs. Discussion of optimal allocation of sampling units to treatments in order to provide the highest accuracy and lowest cost. Use standard statistical software packages such as Minitab and SPSS. Credit may not be received for both MATH 411 and MATH 511. **Prerequisites:** C or better in MATH 155 or 213, and graduate standing. **Three hours per week.**

512. THEORY OF NUMBERS
3 hours credit
Basic concepts: integers, prime numbers, divisibility, congruencies and residues. Credit may not be received for more than one: MATH 402, MATH 512. **Prerequisites:** MATH 210 or 306 (both recommended), graduate standing required. **Three hours per week.**

513. MATHEMATICAL STATISTICS I
3 hours credit
Axioms and algebra of probability, discrete and continuous random variables, multivariate distributions, limit theorems. Credit may not be received for more than one: MATH 413, 513. **Prerequisites:** MATH 213, MATH 310, graduate standing required. **Three hours per week.**

514. MATHEMATICAL STATISTICS II
3 hours credit
Methods of estimating, properties of estimator, hypothesis testing, linear models, least squares, analysis of variance, enumerative data, nonparametric statistics. Credit may not be received for more than one: MATH 414, MATH 514. **Prerequisites:** MATH 413 or 513, graduate standing required. **Three hours per week.**

515. MATHEMATICAL MODELS AND APPLICATIONS
3 hours credit
Mathematical basis for model building; examples of simple models for uncomplicated systems in biology, psychology, business and other fields; finite Markov process; models for growth process. Credit may not be received for more than one: MATH 465, MATH 515. **Prerequisites or Corequisites:** MATH 306, graduate standing required. **Three hours per week.**

516. GEOMETRIC STRUCTURES
3 hours credit
Axiomatic development of incidence, ordered incidence, affine and absolute geometries; investigation of Euclidean and non-Euclidean geometries. Credit may not be received for more than one: MATH 406, MATH 516. **Prerequisites:** MATH 210, graduate standing required. **Three hours per week.**

520. MIDDLE-SCHOOL MATHEMATICS IN A TEACHING CONTEXT WITH INSTRUCTIONAL TECHNOLOGY
3 hours credit
Designed for middle-school teachers of mathematics, with emphasis on experimentation with instructional technology and the creation of middle-school curriculum that incorporates mathematical understandings developed in other graduate courses. **Prerequisite:** Admission to graduate study (student does not need to be admitted to a graduate program) **Three hours per week.**

530. DIRECTED RESEARCH
3 hours credit
Preparation of optional research project in a master's program under departmental supervision. Graduate credit only.

531. MATHEMATICAL CONNECTIONS FOR SECONDARY SCHOOL TEACHERS
4 hours credit
Connects the undergraduate mathematical curriculum to the secondary mathematics curriculum by examining high school curriculum topics from an advanced and historical perspective with the goal of deepening understanding of mathematics required for teaching in secondary schools. Considers contributions from diverse cultures in the examination of historical development of numbers and number systems, algebra, Euclidean and non-Euclidean geometries, calculus, discrete mathematics, statistics, probability, and measurements. **Prerequisite:** Mathematics teaching experience. **Four hours per week.**

541. CONCEPTUAL ALGEBRA FOR TEACHERS
3 hours credit per week
Designed for middle-school mathematics teachers or those who wish to teach middle-school mathematics. Emphasis on conceptual aspects of algebra and the meanings that underlie it. Graduate credit only. **Prerequisite:** Admission to graduate study. **Three hours per week.**

551. ANALYSIS I
3 hours credit
Modern abstract analysis including topology of the real number system, sequences, continuity and differentiability. **Prerequisites:** MATH 202, 210, graduate standing required. Credit may not be received for more than one: MATH 451, MATH 551. **Three hours per week.**

552. ANALYSIS II
3 hours credit
Modern abstract analysis including such topics as convergence of infinite series, sequences of functions, metric spaces, integration, topology of the real number system and continuity. Credit may not be received for more than one: MATH 452, MATH 552. **Prerequisites:** MATH 451 or 551, graduate standing required. **Three hours per week.**

555. CARTESIAN TRIAD
3 hours credit
Designed for middle-school teachers of mathematics, with emphasis on the coordinate geometry of the Euclidean plane. Topics include functions, equations and inequalities, limit concepts and matrices. Hands-on exploration with computer software is included in the course. Graduate credit only. **Prerequisite:** Admission to graduate study. **Three hours per week.**

558. COMPLEX ANALYSIS
3 hours credit
Introduction to complex variables accessible to juniors and seniors in mathematics and the physical sciences. Topics will include the algebra of the complex number system, analytic functions, contour integrals, elementary functions, sequences, series and residues. More advanced topics may include conformal mapping, the Schwarz-Christoffel transformation, integral formulas of the Poisson type and Riemann surfaces. **Prerequisites:** MATH 310 and MATH 210 or PHYS 309. **Three hours per week.**

560. OPERATIONS RESEARCH
3 hours credit
Introduction to the fundamental problems of operations research. Topics include mathematical programming, network analysis, simulation, probabilistic decision models, queuing and inventory models. Credit may not be received for more than one: MATH 460, MATH 560. **Prerequisite or Corequisites:** MATH 306, graduate standing required. **Three hours per week.**

561. ABSTRACT ALGEBRA I
3 hours credit
Introduction to the theory of groups, rings, integral domains and fields, including basic properties of polynomials. Credit may not be received for more than one: MATH 441, MATH 561. **Prerequisites:** MATH 210 or 306 (both recommended), graduate standing required. **Three hours per week.**

562. ABSTRACT ALGEBRA II
3 hours credit
Modern abstract algebra including such topics as rings, polynomials and fields. Other topics may include algebraic coding, Boolean algebras, symmetry and mathematical crystallography, applications of finite fields to computer science. Credit may not be received for more than one: MATH 442, MATH 562. **Prerequisites:** MATH 441 or 561, graduate standing required. **Three hours per week.**

565. MATHEMATICAL MODELING FOR MIDDLE-SCHOOL TEACHERS
3 hours credit
Designed for middle-school teachers of mathematics, with emphasis on expressing mathematical relationships found in the real world. The models studied will vary. Examples of technology to support the course include spreadsheets, simulation packages, graphing calculators and electronic devices

to gather for laboratory exercises. Graduate credit only. **Prerequisite:** Admission to graduate study. **Three hours per week.**

566. GEOMETRY: FROM EUCLID TO MODERN DAY
3 hours credit
Designed for middle-school teachers of mathematics. Topics include axiomatic formulations, Euclidean and non-Euclidean geometry, spirals, symmetry, coordinate geometry, graphs, networks, fractals and geometry in art. Graduate credit only. **Prerequisite:** Admission to graduate study. **Three hours per week.**

571. NUMERICAL METHODS
3 hours credit
Interpolation, functional approximation, numerical differentiation and integration, nonlinear equations, systems of linear equations, analysis of error. Credit may not be received for more than one: MATH 471, MATH 571. **Prerequisites:** COSC 117 or 118 or 120 and one of the following: MATH 306 or MATH 310 or MATH/PHYS 309, graduate standing required. **Three hours per week.**

575. INTRODUCTION TO DYNAMICS AND CHAOS
3 hours credit
Introduction to mathematical dynamics and chaos. Topics include orbits, bifurcations, Cantor sets and horseshoes, symbolic dynamics, fractal dimension, notions of stability, flows and chaos. Includes motivation and historical perspectives, as well as examples of fundamental maps studied in dynamics and applications of dynamics. Credit may not be received for more than one: MATH 475, MATH 575. **Prerequisites:** MATH 202 or 210, graduate standing required. **Three hours per week.**

580. HISTORY OF MATHEMATICS
3 hours credit
Study of the chronological development of mathematics with emphasis on both the mathematical concepts and the principal contributors to the development of those concepts. Credit may not be received for more than one: MATH 480, MATH 580. **Prerequisites:** MATH 202 or 210 (both recommended), graduate standing required. **Three hours per week.**

582. COMPUTER GRAPHICS
3 hours credit
Generate and manipulate graphic information using the computer. Emphasis on the analysis of fundamental problems associated with these activities and on the structured design of solutions. Cross-listed with COSC 482/582. Credit may not be received for more than one: COSC 482, COSC 582, MATH 482, MATH 582. **Prerequisites:** COSC 120, MATH 306, graduate standing required. **Three hours per week.**

590. SPECIAL PROBLEMS IN MATHEMATICS
3 hours credit
Individually designed programs including summer workshops and special seminars. Specific topic indicated on transcript. May be taken twice under different course subtitles. Graduate credit only. **Prerequisite:** Permission of instructor.

593. ADVANCED TOPICS IN STATISTICS
3 hours credit
Study in specialized areas of statistics such as time series, stochastic processes, quality control designs and analyses or other topics suggested by faculty or students. May be repeated once under different subtitles. **Prerequisites:** MATH 213, permission of instructor, graduate standing required. **Three hours per week.**

MEDICAL LABORATORY SCIENCE (MDTC)

101. SAFETY IN THE BIOLOGICAL, CHEMICAL AND CLINICAL LABORATORY
1 hour credit
Review of laboratory safety. Summary of government laws and regulatory bodies and their effect on lab policy. Illustrations of proper procedures for laboratory hazards. Topics include chemicals, infectious microbes, animals, fire, electrical equipment, radiation, glassware and compressed gases. Training in the use of safety equipment, protective clothing and general first aid. Student may not earn credit for both MDTC 101 and BIOL 115. **One hour per week.**

201. MEDICAL PHYSIOLOGY
4 hours credit
Presentation of human physiology at the cell and organ levels to include the nervous, skeletomuscular, cardiovascular, excretory, digestive, respiratory and endocrine systems. Emphasis on normal function and medical relevance. Students may not earn credit for BIOL 214 and MDTC 201. This course will not count for credit in the biology major. **Prerequisite:** BIOL 101 or 210 or permission of instructor. **Three hours lecture, two hours laboratory per week.**

300. PRINCIPLES OF MEDICAL LABORATORY SCIENCE
4 hours credit
Introduction to medical laboratory science, including laboratory equipment, microscopy, spectrophotometry, safety, ethics, diagnostic and prognostic use of testing, specimen collection and handling, statistics, quality assurance, quality control and methods comparison, lab math, lab computerization, professional communication methods, and methods in research design/practice with emphasis on evaluation of published laboratory science research. **Prerequisite:** Admission to the major or permission of instructor. **Three hours lecture, three hours laboratory per week.**

301. HEMATOLOGY I
4 hours credit
Hematopoiesis, red blood cell production and destruction, non-neoplastic leukocyte disorders and lupus erythematous; blood cell metabolism and hemoglobin synthesis. Laboratory focuses on normal/abnormal patient differentiation using CBC, microscopic analysis and clinical correlations. **Prerequisite:** MDTC 300 and 331 or permission of instructor. **Three hours lecture, three hours laboratory per week.**

311. CLINICAL MICROBIOLOGY I
4 hours credit
Study of bacteria causing disease in humans, with emphasis on methods used for isolation and identification of clinically significant organisms. Review of classification, physiology, biochemistry of, and host response to, infectious organisms. **Prerequisites:** BIOL 211, MDTC 300, 331. **Three hours lecture, three hours laboratory per week.**

331. DIAGNOSTIC IMMUNOLOGY
4 hours credit
Basic biology and pathological disorders of the human system are reviewed. Presentation and performance of medical laboratory and techniques for clinical diagnosis utilizing immunochemical, molecular and automated techniques. **Prerequisites/Corequisite:** MDTC 300 and admission to the major or permission of instructor. **Three hours lecture and three hours laboratory per week.**

341. CLINICAL BIOCHEMISTRY I
5 hours credit
Clinical analyses assayed on a routine basis in the clinical

chemistry laboratory. Normal physiology and change of analyze in disease are presented related to carbohydrate, protein and mineral metabolism, liver, cardiac and pancreatic function, enzymology, electrolyte and acid-base balance; blood gases; body fluid analysis; and evaluation of kidney function via chemical and microscopic methods. **Prerequisites:** MDTC 300 and 331 or permission of instructor. **Four hours lecture, three hours laboratory per week.**

401. HEMATOLOGY II
4 hours credit
Lymphomas, leukemias, myeloproliferative and myelo-dysplastic syndromes, plasma cell dyscrasias, special hematology procedures and hemostasis. Topics include cytochemical staining, coagulation assays, bleeding disorders, body fluid analysis and quality control. **Prerequisite:** MDTC 301 or permission of instructor. **Three hours lecture, three hours laboratory per week.**

402. HEMATOLOGY III
3 hours credit
Advanced instruction and laboratory experience in hematology and coagulation. Lecture and laboratory conducted in a clinical laboratory under the supervision of registered laboratory scientists. Students apply knowledge of prerequisite coursework to the daily operation of the hematology laboratory. **Prerequisite:** MDTC 401 or permission of instructor. **Five hours lecture, 35 hours laboratory per week.**

403. URINE AND BODY FLUID ANALYSIS
1 hour credit
Advanced study of the physical, chemical and microscopic analysis of urine and body fluids under the supervision of registered laboratory scientists in a clinical setting. Students apply knowledge of prerequisite coursework to daily operation to include instrumentation, quality assurance and significance of normal and abnormal results. **Prerequisite:** MDTC 341 or permission of instructor. **Five hours lecture, 35 hours laboratory per week.**

411. CLINICAL MICROBIOLOGY II
4 hours credit
Study of human bacterial, viral, fungal and parasitic pathogens. Emphasis on body sites where these pathogens cause disease, antibiotic susceptibility testing, and on microscopic, biochemical, automated and molecular methods utilized to identify them. **Prerequisite:** MDTC 311 or permission of instructor. **Three hours lecture, three hours laboratory per week.**

412. CLINICAL MICROBIOLOGY III
3 hours credit
Advanced study of clinical microbiology conducted in a clinical setting under the supervision of registered laboratory scientists. Students apply knowledge of prerequisite courses to the operation of automated equipment, processing and interpretation of routine, fungal and mycobacterial cultures, antimicrobial susceptibility testing, virology, parasitology specimens and quality control. **Prerequisite:** MDTC 411 or permission of instructor. **Five hours lecture, 35 hours laboratory per week.**

413. CLINICAL IMMUNOLOGY
1 hour credit
Advanced study of diagnostic immunology in a clinical setting under the supervision of registered laboratory scientists. Students apply knowledge of prerequisite coursework to problems of instrumentation, quality assurance and significance of normal and abnormal results. **Prerequisites:** MDTC 331, 411 or permission of instructor. **Five hours lecture, 35 hours laboratory per week.**

431. INTRODUCTION TO TRANSFUSION SERVICES
3 hours credit
Lecture and laboratory related to the study of blood group antigens, antibodies and transfusion therapy. Topics include antigen typing, atypical antibody identification, donor screening and phlebotomy, component preparation and therapy, cell metabolism and preservation, HLA typing and paternity testing, quality control, hazards of transfusion and medicolegal issues. **Prerequisites:** MDTC 301, 331 or permission of instructor. **Two hours lecture, three hours laboratory per week.**

432. CLINICAL PRACTICE IN TRANSFUSION SERVICES
3 hours credit
Advanced instruction and laboratory experience in immunohematology. Lecture and laboratory conducted in a transfusion service under the supervision of registered laboratory scientists. Students apply knowledge of prerequisite coursework to the daily operation of a transfusion service laboratory including component therapy, cellular antigen and antibody identification and compatibility testing, transfusion risks, and quality control. **Prerequisite:** MDTC 431 or permission of instructor. **Five hours lecture, 35 hours laboratory per week.**

441. CLINICAL BIOCHEMISTRY II
4 hours credit
Advanced clinical chemistry topics including immunochemistry, radioactivity, chromatography, toxicology, therapeutic drug monitoring, quality control and method evaluation. Emphasis related to human endocrinology, gastric and muscle function, genetic defects, vitamin and lipid metabolism. **Prerequisite:** MDTC 341 or permission of instructor. **Three hours lecture, three hours laboratory per week.**

442. AUTOMATED CLINICAL CHEMISTRY
2 hours credit
Advanced study of clinical chemistry, respiratory therapy and computer operations in a clinical setting under the supervision of registered laboratory scientists. Students apply knowledge from prerequisite courses to the operation of automated and manual equipment, troubleshooting, assessment of normal and abnormal values as related to routine analyze pathology, assurance of accuracy and precision of laboratory data. **Prerequisites:** MDTC 341, 441 or permission of instructor. **Five hours lecture, 35 hours laboratory per week.**

443. SPECIAL CLINICAL CHEMISTRY
3 hours credit
Advanced instruction and laboratory experience in specialized clinical chemistry. Lecture and laboratory conducted in a clinical laboratory under the supervision of registered laboratory scientists. Students apply knowledge of prerequisite coursework to the daily operation of the clinical laboratory to include operation of automated and manual equipment, troubleshooting, assessment of normal and abnormal laboratory data as related to pathology for anolytes measured on a non-routine basis. Study of specialized procedures involving endocrinology and therapeutic drug monitoring. **Prerequisites:** MDTC 341, 441 or permission of instructor. **Five hours lecture, 35 hours laboratory per week.**

461. ORGANIZATION AND MANAGEMENT OF THE LABORATORY
2 hours credit
Lecture and practical applications of theories of management and administration to the organization of the clinical laboratory. A unit on education including educational theory, adult education and continuing education. Students prepare written reports on projects concerning these topics throughout the course. Topics include medicolegal issues, impacts of federal regulations on health care, and budget and finance. **Prerequisite:** Senior standing in major or permission of instructor. **Two hours per week.**

470. RESEARCH METHODS IN MEDICAL LABORATORY SCIENCE
1 hour credit
An introduction to methods in research design/practice with emphasis on evaluation of published laboratory science research literature for the purpose of research design, publication and presentation. Should be taken the fall semester prior to MDTC 471. **Prerequisites:** Senior standing in major, permission of instructor. **One hour per week.**

471. CLINICAL SEMINAR
1 hour credit
Capstone experience including case studies, seminars, interdisciplinary lab operations, comprehensive evaluations and phlebotomy competence. **Prerequisite:** Senior standing in major. **Two and one-half hours per week.**

490. INDEPENDENT STUDY
1-3 hours credit
Intensive study in a specific area of medical laboratory technology negotiated between student and faculty member. May be taken twice under different course subtitles. **Prerequisite:** Permission of instructor. **Lecture, laboratory hours per week depend on topic.**

MILITARY SCIENCE (MLSC)

105. INTRODUCTION TO LEADERSHIP I
1 hour credit
Study of concepts of leadership and management skills at basic organizational levels. Topics include leadership principles, basic management strategies, physical fitness and time management. Designed to give an accurate insight into the Army profession and the officer's role within the Army. Material covered combines both civilian and military principles and concepts. **Prerequisite:** Enrolled in the Army ROTC program. **One hour per week.**

106. INTRODUCTION TO LEADERSHIP II
1 hour credit
Examines concepts of leadership and management. Introduces issues and competencies that are central to the responsibilities of a commissioned officer. Addresses life skills including physical fitness and time management. **Prerequisite:** Enrolled in the Army ROTC program. **One hour per week.**

205. BASIC LEADERSHIP I
1 hour credit
Foundations of basic leadership designed to provide students with the skills, knowledge and attributes necessary to become great leaders within their community and nation. Examines the definition and tenets of leadership; examines the importance of ethical decision making in a setting positive climate to enhance core values and team performance; and applies lessons from leadership case studies to explore effective utilization of communication, problem-solving and decision-making skills. **Prerequisite:** Enrolled in the Army ROTC program. **One hour per week.**

206. BASIC LEADERSHIP II
1 hour credit
Examines communication, problem solving, decision-making, writing and briefing skills. Develops teambuilding cohesiveness to gain a basic foundation of tactical leadership based on the Army core values. **Prerequisite:** Enrolled in the Army ROTC program. **One hour per week.**

305. TACTICAL LEADERSHIP I
2 hours credit
Learn adaptive leadership skills and use self-awareness and critical thinking skills to address challenging scenarios related to small unit tactical operations. Gain practice in providing effective constructive criticism as a team leader as well as developing interpersonal skills for working as an effective team player. **Prerequisites:** Enrolled in the Army ROTC program. **Two hours per week.**

306. TACTICAL LEADERSHIP II
2 hour credit
Explores adaptive leadership skills. Develops self awareness and critical thinking skills through study of challenging scenarios related to small unit tactical operations. **Prerequisite:** Enrolled in the Army ROTC program. **Two hours per week.**

405. ADVANCED LEADERSHIP I
2 hours credit
Practice leadership skills as they lead the Cadet battalion. Responsibilities include conducting staff and training meetings, preparing written and oral operations orders, and supervising the execution of leadership plans. Work to enhance administrative skills, improve communication skills as it relates to leadership abilities and apply decision-making skills to assess situations for the purpose of making effective decisions. **Prerequisites:** Enrolled in the Army ROTC program. **Two hours per week.**

406. ADVANCED LEADERSHIP II
2 hour credit
Examines the importance of values and ethics, personal development, and leadership skills. Practical leadership skills practiced as a leader within the Fighting Blue Hen Battalion. **Prerequisite:** Enrolled in the Army ROTC program. **Two hours per week.**

MODERN FOREIGN LANGUAGES (MDFL)

101. ELEMENTARY LANGUAGE STUDY I
4 hours credit
Exploration and study of languages not normally in the fixed curriculum. May be repeated once under a different subtitle. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

102. ELEMENTARY LANGUAGE STUDY II
4 hours credit
Second semester opportunity for exploration and study of languages not normally offered in the fixed curriculum. May be repeated once under a different subtitle. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

111. ELEMENTARY SIGN LANGUAGE I
4 hours credit
Beginning study of American Sign Language including the culture of deaf people. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

112. ELEMENTARY SIGN LANGUAGE II
4 hours credit
Continuation of skill development and vocabulary and sign acquisition of American Sign Language including the culture of deaf people. **Prerequisite:** MDFL 111 or one year of high school sign language or equivalent experience. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

241. THE FRENCH PEOPLE
4 hours credit
Study of contemporary French culture. The uniqueness of French mentality is studied through the language, the traditions and customs of the people. Taught in English. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

245. THE GERMAN PEOPLE
4 hours credit
Cross-cultural approach to the study of the German culture through the language, traditions and the lifestyle of the peo-

ple. Taught in English. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

246. THE RUSSIAN PEOPLE
4 hours credit
Focus on the people of Russia. Major topics include culture, politics, nationalism, health care, education, religion, ethnic conflict. Provides students with a well rounded view of Russian society as it exists today. Taught in English. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

248. STUDIES IN CONTEMPORARY CULTURES
4 hours credit
Exploration and study of the ways of life and contemporary culture of peoples of the industrialized world not normally studied as a part of the fixed curriculum. May be repeated once under a different subtitle. Taught in English. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

300. STUDIES IN FRENCH LITERATURE IN TRANSLATION
4 hours credit
Study of an author, period, movement, genre or theme. Topic varies semester to semester. Taught in English. May be repeated once with new content and different subtitle. **Prerequisite:** ENGL 102 or 103 or permission of department chair. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

399. INTERNATIONAL FIELD STUDY
1-8 hours credit
On-site study of the geography, history and culture of selected foreign countries. Work in field preceded by pre-tour lectures. May be repeated with new content and different subtitle.

MUSIC (MUED, MUMT, MUSA, MUSC)

MUED

319. TECHNOLOGY IN MUSIC EDUCATION
1 hour credit
Overview of the essential role of music technology in education. Techniques for using music technology in teaching music are explored. **Prerequisite:** Admission to Professional Teacher Education Program or permission of instructor. **Two hours per week.**

MUMT

200. INTRODUCTION TO THE MUSIC BUSINESS AND INDUSTRY
4 hours credit
Examine how the music industry operates, delving into a wide range of areas such as publishing, record labels, retail, agents and managers, and looking at current issues in the industry. Explore entrepreneurship in the music industry. Create a practical music business with an accompanying detailed business plan. Examine the current music industry from the perspective of an existing music business. Using traditional as well as new technological tools, explore and create strategies that can assist in strengthening existing businesses, discussing techniques and practices of operations, marketing, finance and other management sectors. Non-profit organizations are examined. **Three hours per week with enhancement.**

234. BEGINNING AUDIO PRODUCTION
4 hours credit
Covers the basic skills and techniques required for audio production in media. Emphasis is on the aesthetics, principles and practices in producing and designing audio program for media. Cross listed with CMAT 234. **Prerequisite:** C or better in CMAT 131. **Three hours per week with enhancement.**

300. EAR TRAINING FOR RECORDING ENGINEERS
1 hour credit
Critical listening skills are developed through class demonstration and ear-training exercises. Specific skills include hearing and discriminating frequencies, mixes, etc. while listening musically to various production styles. The ear, the mechanics of hearing and how the brain interprets sound are explored. Critical definition of what constitutes good versus bad sound and how to incorporate the definition into music production are discussed. Deep listening skills are developed. **Prerequisite:** MUSC 311, 312. **Two hours per week.**

354. ADVANCED AUDIO PRODUCTION
4 hours credit
Intensive advanced level audio production course. Advances broad audio knowledge and production abilities in creative sound recording/mixing/processing/editing and sound design. Emphasizes audio for media, applied media aesthetics, sound design, creative and artistic approaches to various types of sophisticated audio production including music recording, radio production and audio for other media—video, film, new media. Cross listed with CMAT 354. **Prerequisite:** MUMT 234/CMAT 234. **Three hours per week with enhancement.**

400. MUSIC ACOUSTICS
3 hours credit
Provides a broad overview of various aspects of acoustics. Musical acoustics is a very unique area of study where both science and music unite. Explore the science of sound and how the ear responds to it. The study of sound generated from various types of musical instruments, the human voice, real world acoustical experiences, electronic-generated sound and their application to musical acoustics are explored. **Prerequisite:** PHYS 121. **Three hours per week.**

495. INTERNSHIP IN MUSIC TECHNOLOGY
4 hours credit
Provides an occupational setting that relates to students' career aspirations in the music technology field. Workplace duties are negotiated with an employer who serves as mentor and supervisor. Provides an outlet for students to gain practical, hands-on experience in a professional setting by applying theoretical, technical and musical skills learned in previous coursework. **Prerequisite:** Senior standing and permission of department. **Four hours per week.**

MUSA

100. UNIVERSITY CHORALE
1 hour credit
A non-auditioned ensemble of mixed SATB voices which performs a variety of choral literature from all style periods. Sight-reading fluency and small ensemble work are achieved in rehearsals. Some singing ability and understanding of musical notation expected. Fulfills large ensemble requirement for majors. **Three hours per week.**

101. UNIVERSITY BAND
1 hour credit
Non-auditioned ensemble open to all University wind and percussion students who wish to continue their performance experience at the university level. Performances include select athletic events, on-campus functions and special activities. **Two hours per week.**

102. JAZZ ENSEMBLE AND IMPROVISATION
1 hour credit
Study and performance of a variety of jazz styles, including swing, bebop, cool, hard bop, contemporary, blues, fusion and Latin in big band and small and large combo contexts. Study and application of improvisation skills as an integral part of the ensemble experience. Open to all students and community players. Fulfills large ensemble requirement for music major and minor. Performance background, sight-reading skills preferred. **Prerequisite:** Placement audition required. Contact instructor immediately after registration. **Three hours per week.**

103. CHAMBER MUSIC ENSEMBLES
1 hour credit
Study, rehearsal and performance of selected works for small ensembles, both vocal and instrumental (designated by the department for any given semester). Advanced students with prior performing experience and full-time undergraduate students only. **Prerequisites:** Audition, approval of the instructor/department in writing. **Two hours per week.**

104. MUSICAL THEATRE WORKSHOP
1 hour credit
Research, study, rehearse and perform songs (duets, trios, small ensembles and choruses) and scenes from American musical theatre. Study of vocal and audition techniques, performance practice, staging, "characterizing" a song, musical theatre styles and performance etiquette. Open to all students. Fulfills large ensemble requirement for music major and ensemble requirement for music minor. **Prerequisite:** Audition. **Three hours per week.**

105. SYMPHONY ORCHESTRA
1 hour credit
Study and performance of standard orchestral literature and contemporary compositions. Repertoire may also include chamber orchestra/chamber wind literature as well. The orchestra is a full-size symphonic ensemble comprised of students, faculty, professionals and community players. Fulfills large ensemble requirement for music minor. **Prerequisite:** Non-string players need permission from instructor. **Three hours per week.**

106. CHAMBER CHOIR
1 hour credit
Selected choral ensemble whose members assume individual responsibility for professionalism, commitment, awareness of musical objectives and excellence in performance. Attendance at all rehearsals mandatory; outside preparation required to equalize differing levels of ability. Open to all students by audition only. Fulfills small ensemble requirement for majors. **Three hours per week.**

107. CONCERT BAND
1 hour credit
Select ensemble of wind and percussion instrumentalists. Performance of "chamber" and "large" ensemble repertoire spanning all musical epochs. Open to all majors. Fulfills large ensemble requirement for majors. Attendance at all rehearsals and performances is mandatory. **Three hours per week.**

108. CLASS VOICE I
1 hour credit
Introduction to vocal techniques through voice placement, breathing, tone production and diction. Recommended for the general student as well as students interested in music theatre and communication arts. Includes introduction to art song literature and musical theatre repertoire. **Two hours per week.**

109. CLASS VOICE II
1 hour credit
Introduction to vocal techniques through voice placement, breathing, tone production and diction. Recommended for the general student as well as students interested in music theatre and communication arts. Includes introduction to art song literature and musical theatre repertoire. Prerequisite: MUSA 108. **Two hours per week.**

110. SALISBURY CHORALE
1 hour credit
Salisbury Chorale is a mixed—soprano, alto, tenor, bass—choral ensemble whose membership is comprised of persons from the community and University faculty, staff and students. Members assume individual responsibility for professionalism, commitment, awareness of musical objectives and excellence in performance. Provides an opportunity for all members of the greater community to sing the masterworks of choral literature. **Two hours per week.**

131. ACCOMPANYING
1 hour credit
Designed for ensemble work in instrumental and vocal studies. Two semesters required for majors with keyboard emphasis. **Prerequisite:** Permission of instructor. **Two hours per week.**

138. APPLIED MUSIC I
1-2 hours credit
Study of fundamental skills appropriate to the instrument or voice with survey of basic literature. **Prerequisites:** Entrance audition, permission of department chair. **Corequisite:** MUSA 391. **One half-hour meeting per week per credit.**

139. APPLIED MUSIC II
1-2 hours credit
Continues MUSA 138 with study of fundamental voice or instrument skills and survey of relevant literature. **Prerequisite:** Successful panel evaluation at the conclusion of MUSC 138. **Corequisite:** MUSA 391. **One half-hour meeting per week per credit.**

205, 206. CLASS PIANO I AND II
1 hour credit each
Group piano instruction with individual help. To develop fundamental piano skills for students with little or no piano experience. Basic skills included are reading, harmonization, transposition, improvisation and compositional techniques. Each course may be repeated once for credit. **Prerequisite:** MUSC 201 or equivalent; Piano I a prerequisite to Piano II. **Two hours per week.**

209, 210. CLASSICAL GUITAR I AND II
2 hours credit each
Fundamentals of six-string guitar techniques, chords and basic classical guitar using musical notation, accompaniment styles, melodies and appropriate literature. Each may be repeated once for credit. **Prerequisite:** None for Guitar I. Guitar I is a prerequisite to Guitar II. **Two hours per week.**

213. SINGER'S DICTION I
1 hour credit
Introduction to the international phonetic alphabet (IPA) and the application of English and Italian diction to contemporary English and 18th century Italian art song literature. Required for all voice majors. **Corequisite:** Applied voice study. **Two hours per week.**

214. SINGER'S DICTION II
1 hour credit
Continued study of diction through application of the international phonetic alphabet (IPA) and German and French diction to German "Lieder" and French "Melodies." Required for all voice majors. **Prerequisite:** MUSA 213. **Corequisite:** Applied voice study. **Two hours per week.**

238. APPLIED MUSIC III
1-2 hours credit
Continues MUSA 139 with study of fundamental voice or instrument skills and survey of relevant literature. **Prerequisite:** Successful panel evaluation at the conclusion of MUSA 139. **Corequisite:** MUSA 391. **One half-hour meeting per week per credit.**

239. APPLIED MUSIC IV
1-2 hours credit
Continues MUSA 238 with study of fundamental voice or instrument skills and survey of relevant literature. **Prerequisite:** Successful panel evaluation at the conclusion of MUSA 238. **Corequisite:** MUSA 391. **One half-hour meeting per week per credit.**

338. APPLIED MUSIC V
1-2 hours credit
Continues MUSA 239 with study of fundamental voice or instrumental skills and survey of relevant literature. **Prerequisite:** Successful panel evaluation at the conclusion of MUSA 239. **Corequisite:** MUSA 391. **One half-hour meeting per week per credit.**

339. APPLIED MUSIC VI
1-2 hours credit
Continuation of MUSA 338. **Prerequisites:** Successful panel evaluation at the conclusion of MUSA 338, permission to prepare for a public recital. **Corequisite:** MUSA 391. **One half-hour meeting per week per credit.**

390. APPLIED STUDY
1-2 hours credit
Individual studio lessons in an instrument or voice as a minor specialty. Open to majors and non-majors. Repeatable under all sections. **Prerequisite:** Permission of instructor. **One-half our meeting per week per credit.**

391. PERFORMANCE CLASS
0 credit
Designed as a repertory and performance preparation class for all music majors. All majors are required to take this class while studying their major applied area in the following courses: MUSA 138, 139, 238, 239, 338, 339, 438, 439 or 390. **One hour per week.**

438. APPLIED MUSIC VII
2 hours credit
Continues MUSA 339 with study of fundamental voice or instrument skills and survey of relevant literature. **Prerequisite:** Successful panel evaluation at the conclusion of MUSA 339. **Corequisite:** MUSA 391. **One half-hour meeting per week per credit.**

439. APPLIED MUSIC VIII
2 hours credit
Continuation of MUSA 438 with a concentration on selected literature appropriate for a public recital. Must be approved by chair. **Prerequisite:** Successful panel evaluation at the conclusion of MUSA 339. **Corequisite:** MUSA 391. **One half-hour meeting per week per credit.**

501. SYMPHONY ORCHESTRA
1 hour credit
Research and performance of major works in orchestral literature. **Prerequisite:** Audition. **Four hours rehearsal per week.**

502. SYMPHONY ORCHESTRA
1 hour credit
Continued research and performance of major works in the field of orchestral literature. **Prerequisite:** Audition. **Four hours rehearsal per week.**

503. SYMPHONY ORCHESTRA
1 hour credit
Research and performance of major works in the field of orchestral literature using advanced conducting techniques. **Prerequisite:** Audition. **Four hours studio per week.**

507. CHAMBER CHOIR
1 hour credit
Research and performance of major works in choral literature. **Prerequisite:** Audition. **Four hours rehearsal per week.**

508. CHAMBER CHOIR
1 hour credit
Continued research and performance of major works in the field of choral literature. **Prerequisite:** Audition. **Four hours rehearsal per week.**

509. CHAMBER CHOIR
1 hour credit
Research and performance of major works in the field of choral literature using advanced conducting techniques. **Prerequisite:** Audition. **Four hours rehearsal per week.**

516. WIND ENSEMBLE
1 hour credit
Research and performance of major works in wind ensemble literature. **Prerequisite:** Audition. **Four hours rehearsal per week.**

517. WIND ENSEMBLE
1 hour credit
Continued research and performance of major works in the field of wind ensemble literature. **Prerequisite:** Audition. **Four hours rehearsal per week.**

518. WIND ENSEMBLE
1 hour credit
Research and performance of major works in the field of wind ensemble literature using advanced conducting techniques. **Prerequisite:** Audition. **Four hours rehearsal per week.**

538. APPLIED MUSIC IX
1-2 hours credit
Individual studio instruction providing a graduate extension of an undergraduate major performing area. **Prerequisite:** Audition.

539. APPLIED MUSIC X
1-2 hours credit
Continued individual studio instruction at graduate level in a major performing area. **Prerequisites:** Audition, MUSA 538.

540. APPLIED MUSIC XI
1-2 hours credit
Continued individual studio instruction at graduate level in a major performing area. **Prerequisites:** Audition, MUSA 539.

541. APPLIED MUSIC XII
1-2 hours credit
Continuation of MUSA 540 with a concentration in advanced literature appropriate for a graduate-level recital. **Prerequisites:** Audition, MUSA 540.

MUSC

112. CREATIVITY AND ELECTRONIC /ACOUSTIC MUSIC
4 hours credit
Stylistic, technical and intuitive aspects of music examined through listening, discussion and creative exercises. Students explore their creative potential in music and are familiarized with newer techniques of composition including synthesized music. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

114. MUSIC APPRECIATION
4 hours credit
A general historical survey of musical styles and genres from around the world. Topics may include Western classical music, non-Western cultures, folk music and jazz. May not be repeatable for credit under different topics. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

115. HISTORY OF THE BROADWAY MUSICAL
4 hours credit
Covers a broad spectrum of knowledge and themes based on the social phenomena depicted and commented upon in Broadway musicals. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

201. INTRODUCTION TO MUSIC THEORY
4 hours credit
Principles of music construction based on a historical perspective of music theory in Western culture. Emphasis on the nature of modes and/or tonal centers and the organization of melody, harmony and voice leading utilizing basic elements of keys, scales, chords, notation and ear training. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

202. INTRODUCTION TO MUSIC TECHNOLOGY
4 hours credit
A broad overview of various hardware and software applications in music. Through composition and presentation projects, online forums, Web page design and other forms of production, explore historical and current uses of music and technology. Basic consideration of ethical, aesthetic, economic and social issues involving music technology also are explored. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

203. THEORY I
3 hours credit
Intermediate music fundamentals including rhythm, basic melodic and harmonic relationships, voice leading, harmonic function and basic composition. Prior knowledge of music notation key signatures, scales and triads recommended. **Prerequisites:** MUSC 201 for non-majors and permission of instructor. **Three hours per week.**

204. THEORY II
3 hours credit
Continuation of MUSC 203 with added emphasis on voice leading with complex diatonic chords, localized musical formal features, non-chord tones, analysis and composition. **Prerequisite:** MUSC 203 or permission of instructor. **Three hours per week.**

210. SPECIAL TOPICS IN MUSIC
4 hours credit
An introductory course on a special topic in music. Topics include emphases on specific genres and sub-genres such as Western classical, world music, folk music, jazz, rock, blues and other music history, musicology and interdisciplinary topics. Prior musical experience and/or knowledge is helpful but not necessary. May be taken three times under different course titles. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

215. INSTRUMENTAL TECHNIQUES-WOODWINDS
1 hour credit
Introduction of traditional woodwind instruments and their development in the Western culture. Basic cognitive and psychomotor techniques involving instrument handling, embouchure, breathing, articulation and fingering combinations are discussed, practiced and demonstrated. **Prerequisite:** Music major or permission of instructor. **Two hours per week.**

216. INSTRUMENTAL TECHNIQUES-PERCUSSION
1 hour credit
Introduction to traditional percussion instruments and their development in Western culture. Basic cognitive and psychomotor techniques that involve proper handling and traditional performance practices are discussed, practiced and demonstrated. **Prerequisite:** Music major or permission of instructor. **Two hours per week.**

217. INSTRUMENTAL TECHNIQUES-STRINGS
1 hour credit
Introduction to traditional orchestral string instruments and their development in Western culture. Basic cognitive and psycho-motor techniques involving instrument handling, bowing, finger patterns and shifting are discussed, practiced and demonstrated. **Prerequisite:** Music major or permission of instructor. **Two hours per week.**

218. INSTRUMENTAL TECHNIQUES-BRASS
1 hour credit
Introduction to traditional brass instruments and their development in Western culture. Basic cognitive and psychomotor techniques that involve embouchure, breathing, articulation, fingering combinations and tone production are discussed, practiced and demonstrated. **Prerequisite:** Music major or permission of instructor. **Two hours per week.**

220. INTRODUCTION TO MUSIC OF THE WORLD
4 hours credit
Introduction to world musical traditions and practices, such as Africa, China, India, Japan and the Americas. Ability to read music is not necessary. Open to non-music majors, music majors and minors. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

221. BLUES: ROOTS OF ROCK AND ROLL
4 hours credit
The study of the development of blues as a song style and the effect it has on modern American music. Traces the historical origins and traditions that developed into a style of its own and the influence the blues had on rock and roll, gospel, country R&B and soul. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

222. POPULAR MUSIC AFTER 1945
4 hours credit
An historical survey of pop, rock and soul music from the 1920s to the present. The student will develop an understanding of the different musical styles as well as the social and cultural issues associated with each. Prior knowledge of music is helpful but not required. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

225. MUSIC AND LANDSCAPE
4 hours credit
An introduction to the study of landscape interpretations through music analysis. Focuses on the study of 'soundscapes' as aural dimension to the study of past, present or imagined places. No prior knowledge of music or cultural geography is required. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

230. MUSIC FOR CHILDREN
4 hours credit
Introduction to the role of music in the lives of children. Emphasizes the acquisition of musical skills, experiences and information needed to help students become nurturing, self-directed and competent facilitators of musical experiences in the lives of children. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

301. JAZZ THEORY
4 hours credit
An introduction to jazz melody and harmony with particular emphasis on the innovations of bebop and its resultant styles. A historical perspective, analytical approaches to harmony and melody and short compositional and arranging exercises provide students with the tools to synthesize materials. **Prerequisite:** MUSC 201 or permission of instructor. **Three hours per week with enhancement.**

303. THEORY III
3 hours credit
Study of chromatic harmonies and their voice leading tendencies and modulation with added emphasis on analysis, composition and musical interpretation. **Prerequisite:** MUSC 204 or permission of instructor. **Three hours per week.**

304. THEORY IV
3 hours credit
Theories of advanced chromaticism in late Romantic and 20th-century music. Study of analytical and compositional techniques used to interpret uniquely structured neotonal, nontonal and atonal music. **Prerequisite:** MUSC 303 or permission of instructor. **Three hours per week.**

305, 306. MUSIC HISTORY I AND II
3 hours credit each
A historical survey of musical style from the earliest times to the present. Music History I covers music from Gregorian chant through the Baroque period. Music History II covers music from the Pre-Classical through the Modern periods. Non-Western music is also included in both classes. Analysis, listening and discussion of music in a cultural context is covered. Ability to read music is necessary. **Prerequisite:** Permission of instructor for non-music majors. **Three hours per week. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

308. INSTRUMENTAL TECHNIQUES AND METHODS
2 hours credit
Designed to examine techniques for administering a school instrumental music program. Emphasizes rehearsal techniques, literature, material for school use and the role of instrumental music in the public and the development of skills for teaching beginning instrumentalists. **Prerequisite:** Permission of instructor. It is recommended students have taken one or more of the following: MUSC 215, 216, 217 or 218. **Two hours per week.**

309. CHORAL TECHNIQUES AND METHODS
2 hours credit
Designed to examine rehearsal techniques for developing appropriate diction, tone, production, intonation, phrasing and interpretation in a choral ensemble. Explores the examination of materials, methods and procedures in organizing school choral ensembles. **Prerequisite:** Permission of instructor. **Two hours per week.**

310. CONDUCTING AND SCORE READING
1 hour credit
Application of basic conducting patterns in expressing a variety of styles, dynamics and tempi; analysis of conductor's score and rehearsal techniques in both choral and instrumental music. **Prerequisite:** Permission of instructor. **Two hours per week.**

311. MUSIC PERCEPTION I
1 hour credit
Develops the ability of the musician to visually and aurally perceive fundamentally organized musical events for the purpose of accurately performing and notating them. Focuses on the prominent musical constructs, including all aspects of simple melody, simple harmony and progression and basic rhythm. **Prerequisite:** MUSC 201 or proficiency equivalence. **Corequisite:** MUSC 203. **Two hours per week.**

312. MUSIC PERCEPTION II
1 hour credit
Develops the ability of the intermediate musician to visually and aurally perceive organized musical events for the purpose of accurately performing and notating them. Melodic materials outline diatonic chords and large functional progressions embellished by light chromaticism. Harmonic study culminates in inverted diatonic seventh chords being contextualized within tonic, dominant preparation and dominant relationships. Rhythmic materials explore such concepts as syncopation in complex compound meters and two-against-three patterns. **Prerequisites:** MUSC 203 and 311 or proficiency equivalence. **Corequisite:** MUSC 204. **Two hours per week.**

313. MUSIC PERCEPTION III
1 hour credit
Develops the ability of the intermediate musician to visually and aurally perceive complex musical events for the purpose of accurately performing and notating them. Melodic materials explore chromatic alterations within the tonal contexts of the secondary functions and modulation. Harmonic study emphasizes secondary functions and modulations to closely related keys. Meter changes, simple metric modulations and simple polyrhythms are considered. **Prerequisites:** MUSC 204 and 312 or proficiency equivalence. **Corequisite:** MUSC 303. **Two hours per week.**

314. MUSIC PERCEPTION IV
1 hour credit
Develops the ability of the advanced musician to visually and aurally perceive complex musical events for the purpose of accurately performing and notating them. Melodic materials involve advanced chromaticism., modulations and intervals, as well as modal idioms. Harmonic study culminates in highly chromatic progressions involving secondary leading-tone, Neapolitan and augmented-sixth chords. Rhythmic materials incorporated advanced tulpets, meters with unequal beats, complex meter changes and tempo modulation. **Prerequisites:** MUSC 303 and 313 or proficiency equivalence. **Corequisite:** MUSC 304. **Two hours per week.**

315. TOPICS IN MUSIC THEORY/ANALYSIS
4 hours credit
Analysis and discussion of a particular past or contemporary musical style, compositional or analytical techniques, composer or aspect of music. May be used as an upper-level music theory requirement for the music major. May be repeated three times for degree credit under different course titles. **Prerequisite:** MUSC 201 or permission of instructor. **Three hours per week with enhancement.**

316. TOPICS IN MUSIC HISTORY
4 hours credit
Special topics course. Studies and discussion of a particular past or contemporary period or aspect of music literature. Such topics may include world music, folk music, jazz, rock, blues and modern music. May be used as an upper-level music literature requirement for the music major. May be taken three times under different course titles. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

318. WELLNESS IN PERFORMANCE
3 hours credit
Designed to address the physiological and psychological issues that are encountered by all types of performers. Specific issues concerning injury/illness, wellness concepts, practice techniques and performance preparation will be examined. The course addresses all students who need pedagogical help with performance preparation, regardless of instrument. Open to all students in the area of music, acting, musical theatre, sports, dance and public speaking. **Three hours per week. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

403. THE HISTORY OF THE PIANOFORTE AND ITS LITERATURE
4 hours credit
Comprehensive study of the piano and its predecessors. Traces the history of keyboard instruments, emphasizing the ways in which the development of the instruments interacted with the development of keyboard literature and performance practices. Includes familiarization with the principal keyboard composers, performers and instrument makers from earliest times to the present. Examine the history of piano technique, piano pedagogy and how it relates to the development of the piano and its literature. **Prerequisite:** Permission of instructor. **Three hours per week with enhancement.**

413. ADVANCED CONDUCTING
2 hours credit
Continues MUSC 310 with review and refinement of skills in conducting. Students develop a common language in which cognitive understanding and psychomotor skills can be aesthetically communicated to an ensemble via the conducting gesture. **Prerequisite:** MUSC 310. **Two hours per week.**

420. HISTORY OF THE ART SONG
4 hours credit
Surveys the diverse history, interpretation and poetic content of Italian, French, German and English/American art song (including folk songs and spirituals) from the Renaissance to the present. Includes text and musical analysis of representative works with emphasis on compositional styles and performance practices. Performance and pedagogical components including the mastering of art song recital programming. **Prerequisite:** Permission of instructor. **Three hours per week with enhancement.**

425. MUSICAL FORM AND ANALYSIS
2 hours credit
Study of the organizing principles of musical composition and their application to the most prevalent forms through the sonata-allegro and fugue. Analysis of music literature illustrating the basic vocal and instrumental forms and some original composition in these forms. **Prerequisite or Corequisite:** MUSC 303. **Two hours per week.**

426. ARRANGING FOR VOICES AND INSTRUMENTS
2 hours credit
Fundamental techniques of scoring for various cappella and accompanied voice combinations, special characteristics of each choir of instruments, range of voices, selection on suitable literature for treatment in different ensembles, with considerations of style. **Prerequisite or Corequisite:** MUSC 304. **Two hours per week.**

435. CHORAL LITERATURE
4 hours credit
Class investigation and evaluation of choral music for all voice combinations appropriate for elementary school through senior high school and adult ensembles. **Prerequisite:** permission of instructor. **Three hours per week with enhancement.**

441. INSTRUMENTAL LITERATURE
4 hours credit
Class investigation and evaluation of new methods and materials for bands, orchestras and instrumental ensembles. **Prerequisite:** permission of instructor. **Three hours per week with enhancement.**

450. STUDIES IN MUSIC
4 hours credit
Study of a single composer, musical form, performance medium or technique, or topic in music education. Topic varies semester to semester. May be taken twice for credit. Possible prerequisite(s) listed according to topic by semester. **Three hours per week with enhancement.**

490. DIRECTED INDEPENDENT STUDY
1-4 hours credit
Tutorial in any area of music; open to seniors and graduate students. May include continuation of a skills development program begun in the lower-level independent study course, or any type of individual research in music not normally included in courses offered by the department, or individual study of an area needed for teacher certification but not offered by the department in the current semester. **Prerequisites:** Approval in writing of department chair and supervising faculty member prior to registration, with the area of study to be specified in writing. May be repeated for a maximum of six credits.

497. UNDERGRADUATE RESEARCH
1-4 hours credit
Designed to encourage students to pursue an important area of original research in either music history, theory, composition or performance. Allows student to study a subject area in more depth than possible in the traditional classroom setting. Public presentation required. May be repeated for a maximum of eight credits. **Prerequisite:** permission of instructor. **One to four hours per week.**

498. SENIOR PROJECT
4 hours credit
Required of music majors in senior year of the B.A. in music (traditional and music technology tracks), but open to all music majors. Designed to be a research paper, recital or composition. This project is of the student's choice in consultation with a faculty mentor. Students meet weekly with their faculty mentor. Sign up in music office one term in advance. **Prerequisites:** Senior standing, completion of core and permission of chair. **Three hours per week with enhancement.**

503. THE HISTORY OF THE PIANOFORTE AND ITS LITERATURE
3 hours credit
Comprehensive study of the piano and its predecessors. Traces the history of keyboard instruments, emphasizing the ways in which the development of the instruments interacted with the development of keyboard literature and performance practices. Includes familiarization with the principal keyboard composers, performers and instrument makers from earliest times to the present. Examine the history of piano technique, piano pedagogy and how it relates to the development of the piano and its literature. **Prerequisites:** MUSC 114, 201 or permission of instructor. **Three hours per week.**

510. RECENT ISSUES AND TRENDS IN MUSIC EDUCATION
3 hours credit
Student-researched seminar presentations on pertinent current issues in general, vocal and instrumental music education. The seminar presentations will, through researching current trends, arrive at conclusions compatible with current practices in music education. **Prerequisites:** ELED 419 and SCED 429 or equivalent. **Three hours per week.**

515. GRADUATE CONDUCTING
3 hours credit
Graduate-level conducting designed for the practicing choral conductor and teacher of bands, choruses, orchestras and musical theatres. Focuses on advanced skill building in the areas of baton technique, stylistic interpretation, repertoire and organizational problem analysis. **Prerequisite:** MUSC 310 or equivalent. **Three hours lecture, two hours laboratory per week.**

520. PHILOSOPHICAL AND PSYCHOLOGICAL PERSPECTIVES IN MUSIC EDUCATION
3 hours credit
A review of philosophical tenets and psychological principles as applied to contemporary music education practices, including the standard and recently developed musical apti-

tude and achievement tests. **Prerequisite:** Graduate status. **Three hours per week.**

530. DIRECTED RESEARCH IN MUSIC/MUSIC EDUCATION
3 hours credit
Preparation of optional research project in the M.Ed. program under the direction of departmental faculty. Weekly conference with faculty sponsor.

535. CHORAL LITERATURE
3 hours credit
Class investigation and evaluation of choral music for all voice combinations appropriate for elementary school through senior high school and adult ensembles. **Prerequisite:** Permission of instructor. **Three hours per week.**

541. INSTRUMENTAL LITERATURE
3 hours credit
Class investigation and evaluation of new methods and materials for bands, orchestras and instrumental ensembles. **Prerequisite:** Permission of instructor. **Three hours per week.**

550. STUDIES IN MUSIC
3 hours credit
Study of a single composer, musical form, performance medium or technique, or topic in music education. Topic varies semester to semester. May be taken twice for credit. Possible prerequisite(s) listed according to topic by semester. **Prerequisite:** Permission of instructor. **Three hours per week.**

590. DIRECTED INDEPENDENT STUDY
1-3 hours credit
An individual, graduate tutorial course including research topics not covered in available courses. May be repeated for a maximum of three hours credit under difference course subtitles. **Prerequisite:** Written specified area of study approved in writing by department chair and supervising faculty member prior to registration.

NURSING (NURS)

310. NURSING CARE OF ADULTS I
3 hours credit
Theory related to nursing care of adults with common health problems who need to maintain or regain optimal levels of functioning. Emphasizes problem solving through use of a variety of resources; examines trends and issues relevant to health care in rural communities. Intended for students admitted to undergraduate nursing program. **Corequisite:** NURS 311. **Three hours per week.**

311. NURSING CARE OF ADULTS I CLINICAL
3 hours credit
Application of beginning health assessment skills, nursing knowledge and concepts from the biological and behavioral sciences. Students provide nursing care to adults with common health alterations in acute and long-term care settings and examine trends in gerontological nursing. Intended for students admitted to undergraduate nursing program. **Corequisite:** NURS 310. **Nine hours per week.**

312. INTRODUCTION TO PROFESSIONAL NURSING PRACTICE
3 hours credit
Introduces students to professional nursing practice including history, legal, ethical, economic, cultural issues and nursing process. Discussion of roles and responsibilities in communication, documentation and use of clinical technologies with the application through Web, campus-based and selected field experiences. **Prerequisites:** Admission to nursing major or second bachelor's degree program, BIOL 334 with C or better. **Corequisites:** NURS 310, 311, 319. **Three hours per week.**

319. HEALTH ASSESSMENT
3 hours credit
Functional health assessment of individuals from adolescence through older adulthood. Students practice health assessment skills in clinical settings with people of varied ages, social, cultural and economic backgrounds. Intended for students admitted to undergraduate nursing program. **Five hours per week.**

325. LIFE AND DEATH ISSUES IN HEALTH CARE: THE ETHICAL PERSPECTIVE
4 hours credit
Identification, analysis and evaluation of contemporary problems that have resulted from new breakthroughs in biomedicine. Topics include physician-patient relationship, euthanasia, social control, experimentation, genetic engineering, the health care system. Emphasis on developing an ethical framework to deal with these and future biomedical issues. Students may not receive credit for both NURS 325 and PHIL 315. **Four hours per week. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

329. RESEARCH METHODS IN NURSING
3 hours credit
Provides an understanding of the research process with opportunities to develop skills in critiquing current nursing research and interpreting evidence to inform practice. **Prerequisites:** NURS 312, MATH 155. **Three hours per week.**

350. NURSING CARE OF ADULTS II
3 hours credit
Advanced study of the theory necessary for providing nursing care to seriously ill adults from illness through rehabilitation and recovery. Examines trends in provision of critical and rehabilitative care in rural settings and selected issues related to women's health. **Prerequisites:** NURS 310, 311, 319 with C or better. **Prerequisite/Corequisite:** NURS 329. **Three hours per week.**

351. NURSING CARE OF ADULTS II CLINICAL
3 hours credit
Advanced clinical course in caring for adults as they progress from serious illness through rehabilitation and recovery. Clinical sites include acute care, specialty rotations (ICU, per, CCU), home health agencies and rehabilitation settings. **Prerequisites:** NURS 310, 311, 319. **Corequisites:** NURS 329, 350. **Nine hours per week.**

360. NURSING CARE OF CHILDREN AND ADOLESCENTS: A FAMILY CENTERED APPROACH
3 hours credit
Study of theory related to nursing care of children and adolescents with acute and chronic disorders. Integrates concepts from previous courses in the natural, behavioral and nursing sciences and introduces theories of structure, development and function of families. **Prerequisites:** NURS 310, 311, 319 with C or better. **Prerequisite/Corequisite:** NURS 329. **Corequisite:** NURS 361. **Three hours per week.**

361. CARE OF CHILDREN AND ADOLESCENTS CLINICAL
2 hours credit
Prepares beginning practitioners to provide nursing care to children, adolescents and their families in a variety of rural health settings. Clinical practice will be guided by the objectives of Healthy People 2010. **Prerequisites:** NURS 310, 311, 312, 319 with C or better. **Prerequisite/Corequisite:** NURS 329. **Corequisite:** NURS 360. **Nine hours per week.**

370. MATERNAL NEWBORN NURSING: A FAMILY CENTERED APPROACH
3 hours credit
Study of theory related to nursing care of childbearing families in rural communities. Explores social and health care issues related to changing needs of women across the life span. **Prerequisites:** NURS 310, 311, 319 with C or better. **Prerequisite/Corequisite:** NURS 329. **Corequisite:** NURS 371. **Three hours per week.**

371. MATERNAL NEWBORN NURSING CLINICAL
3 hours credit
Provides nursing care to the childbearing family in primary and acute care settings. Applies selected theories related to structure, development and function of families. Clinical practice will be guided by the objectives of Healthy People 2010. **Prerequisites:** NURS 310, 311, 319. **Corequisites:** NURS 329, 370. **Nine hours per week.**

380. PSYCHIATRIC-MENTAL HEALTH
3 hours credit
Study of theory related to the prevention and nursing care of individuals and families with psychosocial problems. Focuses on communication with clients in community and hospital settings with emphasis on mental illness in rural areas. Considers mental health needs of all age groups with special regard for cultural differences. **Prerequisites:** NURS 310, 311, 312, 319, 329 with C or better. **Corequisite:** NURS 381. **Three hours per week.**

381. PSYCHIATRIC-MENTAL HEALTH CLINICAL
3 hours credit
Clinical application of nursing theory and process focused on the prevention and nursing care of psychosocial problems in individuals and families. Focus on therapeutic communication with clients in a psychiatric hospital and clients with psychosocial needs in the community. **Prerequisites:** NURS 310, 311, 312, 319, 329 with C or better. **Corequisite:** NURS 380. **Nine hours per week.**

405. NURSING EXTERN SEMINAR
3 hours credit
Discussions of timely topics in nursing and health care. Explores concerns in nursing career development including role conflict, role transition and reality shock. Refine skills in assertiveness, clinical decision making, time management and conflict resolution. **Prerequisites:** NURS 350, 351 with a C or better or permission of instructor.

408. COMPLEMENTARY AND ALTERNATIVE APPROACHES TO HEALTH PROMOTION
3 hours credit
An introductory overview of complementary modalities to the promotion of wellness through a holistic approach. The dynamic interplay between each person's physical, psychological, social and spiritual elements will be discussed. Opportunities for experiential learning and practice of selected modalities during designated class time will be provided. Additional exploration of individual areas of interest will be encouraged, culminating in a final project presentation to class participants. Students may not receive credit for both NURS 408 and 508. **Prerequisite:** Junior standing or permission of instructor. **Three hours per week.**

415. SPECIAL TOPICS IN NURSING
1-3 hours credit
Study of a selected area of nursing. Topics may vary semester to semester. Provides an opportunity for curriculum innovation or meeting the special needs or interests of undergraduate and graduate students. May be repeated for credit under different subtitles. **One to three hours lecture, zero to two hours laboratory per week.**

422. NURSING OF CHILDBEARING AND CHILDREARING FAMILIES
3 hours credit
Focus on nursing care to childbearing and childrearing families, and exploration of current, applicable research. Self-care and participation of family members emphasized. Topics include conditions that place the client at risk and selected acute and chronic childhood disorders. **Prerequisites:** NURS 310, 311, 312, 319 with C or better. **Corequisite:** NURS 423. **Three hours per week.**

423. NURSING OF CHILDBEARING AND CHILDREARING FAMILIES CLINICAL
3 hours credit
Focus on use of nursing process with childbearing and childrearing families in rural community settings and in acute care settings, both rural and urban. Emphasis on assisting clients in promoting, maintaining and/or regaining health. Students focus on clinical practice as they develop knowledge, psychomotor skills and professional values. Developmental and family theories stressed. **Prerequisites:** NURS 310, 311, 312, 319 with C or better. **Corequisite:** NURS 422. **Nine hours per week.**

430. COMMUNITY HEALTH NURSING: A RURAL PERSPECTIVE
3 hours credit
Focus on the theory of health of families, aggregated and communities with complex needs. Explores political, ethical, legal and sociocultural climates and theory related to the health care needs of an aging population. **Prerequisites:** NURS 329, 350, 351, 360, 361, 370, 371, 380, 381 with C or better. **Corequisite:** NURS 431. **Three hours per week.**

431. COMMUNITY HEALTH NURSING PRACTICUM: A RURAL PERSPECTIVE
3 hours credit
Prepares beginning practitioners to work with families, aggregates and communities in rural settings. Clinical practice guided by the objectives of Healthy People 2020 and the use of critical thinking skills. **Prerequisites:** NURS 329, 350, 351, 360, 361, 370, 371, 380, 381. **Corequisite:** NURS 430. **Three hours per week.**

440. SENIOR SEMINAR
3 hours credit
Provides a conceptual understanding of leadership and management processes in the health care system. Explores past, present and emerging roles of the professional nurse including political, economic and professional issues. **Prerequisites:** NURS 310, 311, 329, 350, 351, 360, 361, 370, 371, 380, 381 with C or better or permission of instructor. **Three hours per week.**

441. INTERNSHIP
3 hours credit
Precepted practicum emphasizing integration of knowledge, skills and values needed to care for groups of clients. Opportunities to develop beginning understanding of unit management issues within the context of a health care organization. Fosters increased independence in providing care to clients facilitating the transition to the role of graduate nurse. **Prerequisites:** NURS 329, 351, 361, 371, 381 with C or better. **Corequisite:** NURS 440.

442. NURSING LEADERSHIP AND MANAGEMENT
2 hours credit
Explores roles in nursing within the health care system with particular emphasis on leadership and management functions. Provides students with a conceptual understanding of the social, political, legislative and economic forces shaping the U.S. health care system and its impact on the rural environment. **Prerequisites:** NURS 310, 311, 312, 319, 329, 350, 351, 422, 423 with C or better. **Prerequisites/Corequisites:** NURS 380, 381, 430, 431, 443. **Two hours per week.**

443. NURSING LEADERSHIP PRACTICUM
2 hours credit
Emphasizes integration of nursing knowledge, values and skills in caring for groups of clients. Students experience various professional nursing roles and apply leadership and management strategies. **Prerequisites:** NURS 310, 311, 312, 319, 329, 350, 351, 422, 423 with C or better. **Prerequisites/Corequisites:** NURS 380, 381, 430, 431, 442. **Six hours per week.**

450. BEST PRACTICES IN NURSING AND NURSING EDUCATION
3 hours credit
Assists nursing students in applying best practices in nursing and nursing education to individual educational programs of study. This hybrid course offers online interaction, weekly class/group meetings and opportunities for hands-on application of nursing information. Involves students in activities that increase use of evidence-based information in health care and nursing education. Focuses on strengthening students' understanding of the scientific basis of nursing, application of the nursing process in a variety of settings and success in academic pursuits. **Prerequisite:** Admission to the nursing program. **One hour classroom per week with online component.**

454. HEALTH EDUCATION OF CLIENTS
3 hours credit
Theoretical content and practical application of the principles and methodologies of effective health education of individuals, families and groups. Emphasis on use of the teaching-learning process in assisting client adaptation and promoting quality health care. Through use of a micro-teaching laboratory the student can demonstrate and analyze a variety of teaching skills. Development of teaching plans, behavioral objectives and evaluation tools also stressed. **Three hours per week.**

456. PHARMACOTHERAPEUTICS
3 hours credit
Nursing interventions relating to application of pharmacotherapeutic principles in assisting client adaptation in primary, secondary and tertiary health care settings. Special emphasis on drug interactions, drug dependence, toxicology. **Three hours per week.**

457. CULTURAL CONSIDERATIONS FOR NURSING
2 hours credit
A basis for application of concepts, theories and methodologies from transcultural nursing to the practice of the health professional. Particular emphasis on the influence of culture on human response to health and illness. **Prerequisite:** Junior standing or permission of instructor. **Two hours per week.**

458. CRITICAL CARE: A MULTI-PROFESSIONAL APPROACH
3 hours credit
Introduces students to collaborative critical care practice. Prepares students interested in critical care clinical practice to recognize and categorize causes of sudden deterioration of the critically ill patient. Teaches appropriate treatment and interventions for the deteriorating critically ill patient. **Prerequisites:** Admission to nursing or respiratory therapy major; Nursing: NURS 310, 311, 350, 351 with C or better; Respiratory Therapy: Senior status with successful completion of all junior-level courses and concurrent enrollment in all senior-level coursework; or permission of instructor. Cross-listed with RESP 458. **Three hours per week.**

485. SCHOOL HEALTH
3 hours credit
Current issues relevant to the health of school-age children and adolescents. Topics include roles of teachers and health professionals, current health problems and approaches to specific health problems. Intended for students in education and health-related professions. **Prerequisite:** PSYC 300 or EDUC 300 or permission of instructor. **Three hours per week.**

490. INDEPENDENT STUDY
1-3 hours credit
Intensive study in a specific area of nursing agreed upon by the student and faculty member. Open to senior and graduate students. May be taken twice under different course subtitles. **Prerequisite:** Permission of instructor.

508. COMPLEMENTARY AND ALTERNATIVE APPROACHES TO HEALTH PROMOTION: APPLICATIONS
3 hours credit
Explores the application of complementary modalities to the promotion of wellness through a holistic approach. The dynamic interplay between each person's physical, psychological, social and spiritual elements will be discussed. Opportunities for experiential learning and practice of selected modalities during designated class time will be provided. Additional exploration of individual areas of interest will be encouraged, culminating in final project presentation to class participants. Students will also integrate research findings reported in the literature. Students may not receive credit for both NURS 408 and 508. **Prerequisite:** Graduate standing or permission of instructor. **Three hours per week.**

510. ADVANCED HEALTH ASSESSMENT: DIDACTIC
3 hours credit
Provides the didactic content as a basis for history-taking and physical examination skills necessary for an advanced practice nurse. Critical thinking and diagnostic reasoning skills are used to analyze the history, physical examination and laboratory data in order to lay the foundation for an accurate assessment of the client and establish priorities of care. Physical, psychosocial, developmental, occupational and cultural assessment are considered as foundational to advanced practice nursing. May not receive credit for both NURS 510 and NURS 512. **Prerequisite:** Admission to the master's program or consent of instructor. **Prerequisite/Corequisite:** NURS 552. **FNP Corequisite:** NURS 511. **Three hours per week.**

511. ADVANCED HEALTH ASSESSMENT FOR ADVANCED PRACTICE NURSES: CLINICAL PRACTICUM
2 hours credit
Provides an opportunity for students to practice advanced health assessment skills on clients under the direction of a preceptor. Competencies in history-taking and physical examination skills essential for a problem-focused or comprehensive examination are demonstrated as an advanced practice nurse. Differential diagnoses are considered to determine the extent of the history and physical examination. Integrates evidence-based standards of care into practice. May not receive credit for both NURS 511 and NURS 512. **Prerequisite:** Admission to the master's program or consent of instructor, NURS 552. **Prerequisite/Corequisite:** NURS 552. **FNP Corequisite:** NURS 510. **Eleven hours per week.**

514. ISSUES IN ADVANCED PRACTICE NURSING
3 hours credit
Focuses on transition into the advanced practice nurse role including ethical issues, standards of care and the delivery of health care in rural settings. The organization of health care delivery systems, health care policy and the economic implications of health care are explored. Students develop their roles as advocates for change in the health care delivery system. Clinical practice guidelines, protocols and/or collaborative agreements are developed for the advanced practice nurse. Information technology is used where appropriate in an advanced practice role. **Three hours per week.**

515. EPIDEMIOLOGY
3 hours credit
Focuses on epidemiology as the basic science of disease prevention and the role of epidemiology in public health clinical practice and the evaluation of public policy. Provides an introduction to epidemiology and the epidemiologic approach to problems of health and disease. The basic principles and methods of epidemiology are presented together with its applications to public health and clinical medicine. **Prerequisite:** Admission to a graduate program or permission of instructor. **Three hours per week.**

516. FAMILY NURSING
4 hours credit
Explores theory and research relevant to family nursing assessment and intervention. Family health, illness and the impact of stressful events on the family system are examined. Clinical situations with families are analyzed based on classic family theory, developing theory and published research. Students develop strategies for serving as advocates for families as they explore beginning role requirements of advanced practice nurses. **Three hours lecture, three-four hours clinical practice per week, for a total of 50 hours.**

522. PHARMACOTHERAPEUTICS
3 hours credit
Provides advanced-practice nurses with knowledge of pharmacotherapeutics for acute and chronic conditions. Focuses on knowledge and skills necessary to assess, diagnose and manage common health problems. Legal, socioeconomic and client-safety considerations are discussed. Client-education factors and salient aspects of research are incorporated. Critical thinking is employed in the analysis and determination of pharmacological regimens. **Prerequisites or Corequisite:** Admission to an advanced practice track of the master's nursing program or permission of the instructor. NURS/BIOL 552. **Three hours per week.**

525. HEALTH CARE SYSTEM
3 hours credit
Explores the structure and functions of the health care system and the legal, ethical and economic forces that impact it. Special attention is given to health insurance and managed care, the formulation and impact of health policy and the context in which policy decisions are made. **Prerequisite:** Admission to a graduate program or permission of the instructor. **Three hours per week.**

526. HEALTH CARE INFORMATICS
3 hours credit
Introduces the student to the field of health care informatics via a Web-based instructional format. History of health care informatics, interrelated concepts such as classification systems and languages and ethical and confidentiality concerns are explored. Informatics applications in clinical practice, education and administration are discussed. **Prerequisite:** Admission into a graduate program or permission of instructor. **Three hours per week.**

538. NURSING THEORIES
3 hours credit
Examines the nature of concepts, models and theories in the context of scientific development and the historical development of nursing knowledge. A comparative analysis of evolving nursing theories will be made in regard to meeting criteria for theory building; major concepts used; theoretical perspective used; testability and practicality for application with the nursing process in clinical practice, teaching and research. **Three hours per week.**

542. QUALITATIVE RESEARCH IN HEALTH CARE
3 hours credit
Focuses on the importance of the theoretical foundations of research and on qualitative methods of scientific inquiry. Emphasis is placed on the accumulation of scientific evidence in health care and on the critical analysis and communication of evidence related to a specific topic. **Prerequisite:** Admission to a graduate program or permission of the instructor. **Three hours per week.**

544. QUANTITATIVE RESEARCH IN HEALTH CARE
3 hours credit
Focuses on quantitative research methods as a foundation for evidence-based health care. Includes problem identification, formulation of hypotheses, research design, sampling analyses and interpretation of quantitative data. Provides practice using a statistical package as a tool to analyze quantitative research data. Research findings are communicated both orally and in writing to health professionals using current technology. **Prerequisite/Corequisite:** MATH 502.

552. ADVANCED HUMAN PHYSIOLOGY/ PATHOPHYSIOLOGY
3 hours credit
Advanced study of system-focused physiology and pathophysiology. Analyzes the relationship between normal physiology and pathological phenomena produced by altered health states across the life span. Emphasis is on application in the clinical areas of practice. Students may not receive credit for both NURS 552 and BIOL 552. **Prerequisite:** B.S. in biology, health-related field or education with biology emphasis. **Three hours per week.**

555. CULTURAL CONSIDERATIONS FOR NURSING
2 hours credit
A basis for application of concepts, theories and methodologies from transcultural nursing to the practice of the health professional. Particular emphasis on the influence of culture on human response to health and illness. **Two hours per week.**

558. ADULT HEALTH CARE MANAGEMENT
6 hours credit
Focuses on primary care of adult clients including health promotion and disease prevention within the context of the family. Incorporates critical thinking and clinical reasoning to establish diagnoses for and provide therapeutic management of adult clients with common short-term and chronic stable health problems. Emphasizes quality and cost-effective care of diverse populations in a wide variety of settings. **Prerequisite:** NURS 510 and 511 or NURS 512. **Prerequisite/Corequisite:** NURS 522. **Three hours lecture, 14 hours clinical per week for a total of 200 hours.**

559. WOMEN'S AND CHILDREN'S HEALTH CARE MANAGEMENT
6 hours credit
Focuses on primary care of women and children including health promotion and disease prevention within the context of the family. Incorporates critical thinking and clinical reasoning to establish diagnoses for and provide therapeutic management of women and children with common short-term and chronic stable health problems. Includes care of women during normal pregnancy and the postpartum period. Emphasizes quality and cost-effective care of diverse populations in a wide variety of settings. **Prerequisites/ Corequisites:** NURS 510 and 511 or NURS 512. **Three hours lecture, 14 hours clinical per week for a total of 200 hours.**

560. INDEPENDENT STUDY
1-3 hours credit
Focused study on a specific area of advanced practice nursing agreed upon by the student and the faculty. May include preliminary work directed toward a thesis/capstone area of interest, a specialized area of study, or clinical practice. May be taken more than once under different course subtitles for a maximum of six hours credit. **Prerequisite:** Written permission of the faculty who will direct the study. **One to three hours per week.**

561. HEALTH CARE MANAGEMENT SEMINAR
3 hours credit
Organized around major management functions, this course focuses on development of theoretical and practical knowledge to prepare students for advanced management responsibilities in diverse health care settings. Explores professional and organizational dynamics, including an overview of management theories, organizational behavior, marketing of health care services, resource analysis and allocation, conflict management, performance improvement, quality management and implementing planned change. **Corequisite:** NURS 562. **Three hours per week.**

562. HEALTH CARE MANAGEMENT PRACTICUM
3 hours credit
Focuses on the development of a personal style of management with requisite knowledge, skills and abilities. Uses the mentor concept as a framework for management learning experiences in varied health care organizations. **Corequisite:** NURS 561. **Nine hours practicum per week.**

571. HEALTH CARE LEADERSHIP SEMINAR
3 hours credit
Builds upon a management focus and makes the distinction between management and leadership models with emphasis on the evolution of leadership concepts and their application in health care organizations. Through examinations of the characteristics of great leaders, the course explores strategies for the identification and development of leadership skill in one's self and others. Power and legitimacy are explored as are ethical dilemmas and their resolution. Methods of productive interpersonal communication are stressed. **Corequisite:** NURS 572. **Three hours per week.**

572. HEALTH CARE LEADERSHIP PRACTICUM
3 hours credit
Focuses on the development of a personal leadership style with requisite knowledge, skill and abilities. Includes mentored experiences in health care organizations and the practice of leadership with a team. **Corequisite:** NURS 571. **Nine hours practicum per week.**

573. TECHNOLOGY USE IN HEALTH CARE EDUCATION
3 hours credit
Introduces students to the various uses of technology in health care education. Topics discussed range from enhancement of classroom and clinical teaching with use of technology to application of teaching/learning theories when constructing distance education courses, including online courses. Technologies to support clinical and classroom teaching are used to construct and implement teaching plans. **Prerequisite:** Admission to the master's nursing program or consent of the instructor. **Three hours per week.**

574. CLINICAL NURSE EDUCATOR PRACTICUM
5 hours credit
Focuses on development of expertise in clinical teaching to include assessment of the learner, development of effective teaching strategies, implementation of clearly defined feedback formats and evaluation measures. **Prerequisites:** EDUC 560 and NURS 573 or consent of instructor. **Nine hours practicum and two hours seminar per week.**

580. SPECIAL TOPICS IN NURSING
1-3 hours credit
Intensive study of a selected topic relevant to nursing in rural areas. May be taken twice under different course subtitles. **Prerequisite:** Permission of the graduate nursing program faculty member. **One to three hours lecture, zero to two hours laboratory per week.**

585. SCHOOL HEALTH
3 hours credit
Current issues relevant to the health of school-age children and adolescents. Topics include roles of teachers and health professionals, current health problems and approaches to specific health problems. Intended for students in education and health-related professions. **Prerequisite:** Graduate standing. **Three hours per week.**

590. THESIS
1-3 hours credit
Provides an opportunity for the master's level student to conduct formal research related to nursing. Reflects a culminating research study as an independent project under the direction of a thesis chair and committee. Incorporates knowledge from research methodology and analysis learned throughout the program. Requires that the student demonstrate critical thinking, a proficiency in oral and written communication, and use of appropriate information technology. Traditional defense of thesis required. May be repeated; no limit to the number of repeats. **Prerequisites:** MATH 502, NURS 544, and permission of the instructor.

592. INTERNSHIP
3 hours credit
Provides an opportunity for the graduate nursing student to synthesize knowledge and experience from graduate courses and to enhance or expand preparation for advanced nursing practice through an internship. **Prerequisites:** Completion of all practicum courses in track or permission of the instructor. Requires 126 precepted hours.

593. CAPSTONE I: PROPOSAL
1 hour credit
Focused on the development and refinement of a scholarly study of a clinical case, a topic or an issue relevant to the student's master's degree track. The Capstone Proposal reflects the culminating synthesis of knowledge from graduate courses as an independent project under the direction of a project chair and committee. Requires that the student demonstrate critical thinking, a proficiency in oral and written communication, and use of appropriate information technology. May not receive credit for both NURS 593 and NURS 591. **Prerequisites:** Year 2 or 3 of M.S. program, MATH 502, NURS 542, NURS 544, and permission of the instructor.

594. CAPSTONE II: IMPLEMENTATION
1 hour credit
Focuses on the implementation of the previously approved Capstone Proposal (NURS 593) and reflects a culminating synthesis of knowledge from graduate courses as an independent project under the direction of a project chair and committee. Critical thinking, excellent oral and written communication, and skillful use of information technology are required. May not receive credit for both NURS 594 and NURS 591. **Prerequisites:** Year 2 or 3 of M.S. program, permission of the instructor, successful completion of NURS 593.

595. CAPSTONE III: DISSEMINATION
1 hour credit
Focuses on the dissemination of the previously approved Capstone Proposal and Implementation (NURS 593, 594) and reflects a culminating synthesis of knowledge from graduate courses as an independent project under the direction of a Capstone Committee and its chair. Critical thinking, excellent oral and written communication, and skillful use of information technology are required. May not receive credit for both NURS 595 and NURS 591. **Prerequisites:** Year 3 of M.S. program, permission of the instructor, successful completion of NURS 594.

742. QUALITY IMPROVEMENT IN HEALTHCARE
3 hours credit
Focuses on theory, methods and tools of quality improvement. Prepares for design, implementation and evaluation of evidence-based quality health care practices for patient populations (individuals and aggregates) in a variety of settings. Assess organizational culture, gather safety information, analyze data and translate findings into systems changes through action learning experiences with organizations. **Prerequisites:** Admission to D.N.P. Program; NURS 744 or permission of instructor. **Three hours per week.**

744. EVIDENCE-BASED PRACTICE
3 hours credit
Focuses on the skills needed to critically examine research and clinical practice. Explore databases and evaluate the quality of the research, as well as its applicability to advanced nursing practice. Facilitates the analysis of various types and levels of evidence for determining best practices. Identifies strategies for disseminating evidence-based research, interdisciplinary collaboration, and improving patient care and outcomes. **Prerequisites:** Admission to D.N.P. Program; MATH 502, NURS 544, 542 or equivalent. **Three hours per week.**

815. GENETICS AND GENOMICS IN HEALTHCARE
3 hours credit
Explores the emerging science of genetics and genomics in healthcare and its application to advanced nursing practice. Describes diagnostic techniques in medical genetics, effects of teratogenic factors in human development and pharmacogenomics in practice. Focuses on neurodegenerative diseases and common hereditary conditions, including clinical features, diagnostics, genetic testing and counseling. Ethical and legal issues are considered throughout. **Prerequisites:** Admission to D.N.P. Program or permission of instructor. **Three hours per week.**

858. HEALTH PROMOTION AND CLINICAL PREVENTION
3 hours credit
Focuses on collaborative strategies to implement evidence-based clinical prevention and population health services. Analyze national, regional and local data to evaluate current clinical prevention and population health practices and develop a plan for integrating changes to practice. Explore theories of behavioral change to increase the consumer role in health promotion and maintenance and reduce major national health problems. Issues addressed are consistent with current national guidelines for clinical prevention and population health. **Prerequisites:** Admission to D.N.P. Program; NURS 744 or permission of instructor. **Three hours per week.**

891. D.N.P. EVIDENCE-BASED PROJECT I: IDENTIFICATION AND DEVELOPMENT
2 hours credit
Focused on advancing nursing knowledge in a specialty area. Synthesize knowledge from graduate courses in the identification and development of an evidence-based project that will improve healthcare outcomes and provide the foundation for future scholarship. **Prerequisite:** Year 2 of D.N.P. Program or permission of instructor. **Two hours per week.**

892. D.N.P. EVIDENCE-BASED PROJECT II: IMPLEMENTATION
1 hour credit
Focused on advancing nursing knowledge in a specialty area. Implement the evidence-based project proposal from NURS 891. The role of the D.N.P. as a leader in complex organizational systems is addressed as it relates to the evidence-based project. **Prerequisite:** Year 3 of D.N.P. Program or permission of instructor, NURS 891. **One hour per week.**

893. D.N.P. EVIDENCE-BASED PROJECT III: EVALUATION AND DISSEMINATION
1 hour credit
Focused on advancing nursing knowledge in a specialty area. Evaluate and disseminate the approved project from NURS 892. The role of the D.N.P. as a leader in complex organizational systems is addressed as it relates to the evaluation and dissemination of the project. **Prerequisite:** Year 3 of D.N.P. Program or permission of instructor, NURS 891, 892. **One hour per week.**

894. D.N.P. EVIDENCE-BASED PRACTICUM
1-3 hours credit
An integrated and structured, student-directed practicum that complements learning in clinical and non-clinical areas in which more expertise is desired. A total of four credits of practicum are required, with 400 hours. Course may be taken for variable 1-3 credits (100-300 hours) in at least two different areas of focus with advisor approval. These credits must be taken during Year 2 or 3 of the D.N.P. Program. Possible areas of focus for the practicum include: Leadership in Healthcare, Advanced Clinical Knowledge/Expertise (advanced clinical skills: suturing, 12-lead ECG, x-ray interpretation), Health Promotion/Disease Prevention, Technology in Healthcare, Genetics/Genomics in Healthcare, Policy Issues in Healthcare, Advocacy in Healthcare, Ethics Issues in Healthcare, Legal Issues in Healthcare. **Prerequisite:** Year 2 or 3 of D.N.P. Program or permission of instructor. **Seven hours practicum (per credit) and two hours seminar per week.**

PHILOSOPHY (PHIL)

101. INTRODUCTION TO PHILOSOPHY
4 hours credit
Invites students to philosophize, asking and creatively responding to basic questions about human existence which are usually left unasked, e.g., are we free, what is the self, what value should we live for? **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

103. CRITICAL THINKING
4 hours credit
Develops abilities to reason effectively, analyze problems, identify issues, critically evaluate evidence, argue logically and reach and defend justifiable conclusions. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

202. INTRODUCTION TO SYMBOLIC LOGIC
4 hours credit
Provides a basic introduction to logic, emphasizing modern symbolic methods. Nature of formal deductive proof is given special attention. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

203. ETHICS
4 hours credit
Helps students develop a personal framework for ethical action. Emphasis on identification of ethical theories; applications to contemporary problems utilized as exercises to strengthen each student's own ethical position. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

209. PHILOSOPHY AND CULTURE
4 hours credit
A reflection on the significance of culture and the difficulties posed when one seeks to translate other cultural perspectives into one's own world view. Emphasis is on cultivating knowledge of particular cultures outside the American scene, as well as on the struggle within our own nation to form a culture in which intercultural relationships can flourish. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

210. NATURE, SCIENCE AND RELIGION
4 hours credit
Science and religion sometimes make conflicting claims about nature and human nature. Throughout history the two enterprises have reacted to and shaped one another in

diverse ways. Introduction to past and current thinking about the relations between science and religion. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

290. PROSEMINAR IN PHILOSOPHY
4 hours credit
Careful study of selected important texts in the history of philosophy with the purpose of developing reading and writing skills. Intended to prepare new majors for upper-level courses, required for philosophy majors and recommended for minors. **Prerequisite:** Students must have declared a major or minor in philosophy. **Three hours per week with enhancement.**

300. PHILOSOPHY OF THE ARTS
4 hours credit
Analysis of the complexity of problems concerning the nature of beauty and artistic value. Topics include attempts to define "the aesthetically pleasing," the role of formal and sensuous components in a work of art, the relationships of art to emotions and to intellect, the debate about the "moral" component of art, the dialogue between the artist and the beholder, the nature of value judgments and role of the critic. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

301. VIOLENCE AND NONVIOLENCE
4 hours credit
Explores and analyzes the philosophical meaning of violence and nonviolence, the ethics of just and unjust wars, and the moral efficacy of pacifism. Applies to issues such as capital punishment, nonviolent resistance and specific wars. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

305. POLITICAL PHILOSOPHY
4 hours credit
Examines political reality as the public place where people come together to speak and act, freely and equally, and thereby become more fully human. Students develop a model of political speech and action (from a dialogue with the tradition) and apply that model to contemporary political problems. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

306. ANIMALS AND ETHICS
4 hours credit
Examines fundamental moral questions concerning our interactions with nonhuman animals. Attention to what we can know about the mental and emotional capacities of animals, to whether animals have rights, and to human-animal relationships. **Three hours per week with enhancement.**

307. MIND, LANGUAGE AND WORLD: THEMES IN ANALYTICAL PHILOSOPHY
4 hours credit
Examines the relationship between the mind and the world and the role of language within this relationship. Some typical questions that form the topic of discussion are "What is the mind?", "Can (some) machines think?", "How does the mind represent the world?", "How does language refer to the world?" and "Is it possible to have thought without language?" **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

308. ANCIENT PHILOSOPHY
4 hours credit
Study of philosophy in the Greco-Roman world from the Pre-Socratics to the Neo-Platonists. Special emphasis on Plato and Aristotle. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

309. MEDIEVAL PHILOSOPHY
4 hours credit
The absorption of Greek philosophical concepts by Christianity, Judaism and Islam. Study of the great medieval systems constructed to strengthen revealed religions and the skeptical revolts against them. Augustine to the medieval mystics. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

310. PHILOSOPHICAL TOPICS
4 hours credit
Examines in depth a philosophical theme or problem. Content varies semester to semester. May be repeated under different subtitles. **Three hours per week with enhancement.**

311. MODERN PHILOSOPHY
4 hours credit
Surveys the development of philosophy from the Renaissance to the 19th century and includes a study of Descartes, Hume, Kant and Hegel. May not receive credit for both PHIL 302 and 311. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

312. INTRODUCTION TO ASIAN PHILOSOPHY
4 hours credit
Examines some of the main philosophical ideas of Indian, Tibetan, Japanese and Chinese thought. Emphasis is on the following question: Is Asian thought really fundamentally different from Western thought? Discussion of how Asian Philosophers have attempted to answer questions such as: "How do I know that I know something?,"What is the nature of the self?" and "What is good?" **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

313. STUDIES IN THE HISTORY OF PHILOSOPHY
4 hours credit
Intensive study of a major thinker, period or theme in the history of philosophy. May be repeated for credit under different subtitles. **Prerequisite:** One philosophy course. **Three hours per week with enhancement.**

314. SEMINAR IN THE HISTORY OF PHILOSOPHY
4 hours credit
Intensive study of an issue or theme that traces its development throughout the history of philosophy. **Prerequisites:** Two philosophy courses and permission of instructor. **Three hours per week with enhancement.**

315. LIFE AND DEATH ISSUES IN HEALTH CARE: THE ETHICAL PERSPECTIVE
4 hours credit
Identification, analysis and evaluation of contemporary problems resulting from the new breakthroughs in biomedicine. Topics include physician-patient relationship, euthanasia, experimentation, social control, genetic engineering, the health care system. Emphasis on developing an ethical framework to deal with these and future biomedical issues. Students may not receive credit for both NURS 325 and PHIL 315. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

316. PHILOSOPHY AND FEMINISM
4 hours credit
Examines the theoretical basis of several traditions which define women as "other" or "special" or "different from" the human standard (male), along with some of the social and personal consequences this has. Also looks at contemporary redefinitions of what it is to be female/male/human and the rights and obligations that logically follow from legal and social recognition of woman's full humanity. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

317. 19TH CENTURY PHILOSOPHY
4 hours credit
A study of various philosophical movements and figures within 19th-century Europe. Explores questions of progress, history and moral change, and contrasts systematic, hermeneutical and creative philosophical methodologies. Special emphasis on post-Kantian philosophy and Hegel. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

318. ENVIRONMENTAL RESPONSIBILITY
4 hours credit
Focus on two central questions: How does our manner of encountering nonhuman entities affect how they become meaningful for us? How might we best formulate our obligations to the earth's diverse ecosystems and the creatures populating them? **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

319. LAW AND MORALITY
4 hours credit
Examination of the philosophical issues that arise in thinking about the law, such as: What is the relationship between morality and the law? What kind of equality does the Constitution guarantee? What makes an act a crime? Classic and contemporary theories of law, as well as recent legal cases, are also discussed. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

320. AFRICAN-AMERICAN PHILOSOPHY
4 hours credit
Focuses on the philosophical issues addressed in African-American thought, including the meaning of human dignity, whether rage or love is the appropriate response to injustice, the role of race in developing one's sense of personal identity, the nature of political community, and the importance of music, poetry, etc. as expressions of one's self. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

321. RACE AND ETHNICITY
4 hours credit
Explores some of the philosophical questions that arise in regard to the concepts of race and ethnicity, such as: What is "race"? Is it a valid biological category? What is "ethnicity"? Are race and ethnicity central to one's sense of self? What race is a mixed-race person? Is racist and ethnic discrimination primarily an emotion or a belief? Can people of color be racist? How can racist and ethnic discrimination be reduced? **Prerequisite:** One philosophy course. **Three hours per week with enhancement.**

322. EXISTENTIALISM
4 hours credit
Close look at the basic human problems of self, God and others as seen from the existentialist perspective. Major themes of alienation, authenticity, freedom, commitment and dread are traced from their roots in the 19th century philosophies of Kierkegaard and Nietzsche to contemporary expressions by Sartre, Camus, Heidegger and Buber, et al. May not receive credit for both PHIL 322 and 403. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

323. BUDDHIST PHILOSOPHY
4 hours credit
Provides a general introduction to the Buddhist philosophy of the Indian subcontinent, Tibet, China and Japan. Discusses the teachings of the historical Buddha before concentrating on a number of Buddhist schools that developed from these teachings. Emphasis will be on Buddhist metaphysics, epistemology, ethics and philosophy of mind. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

324. TOPICS IN ASIAN PHILOSOPHY
4 hours credit
Examines in depth a particular theme or problem in Asian philosophy. The content varies from semester to semester. May be repeated once under a different subtitle. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

325. PHILOSOPHY OF RELIGION
4 hours credit
Promotes understanding of religious experience by focusing on a variety of its aspects, such as worship, prayer, vocation, mysticism, secularity and the encounter with evil. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

330. THEORY OF KNOWLEDGE
4 hours credit
Examines the sources, types, methods, structure and validity of knowledge. A study is made of classical, modern and contemporary sources of meaning, truth and perception giving students an acquaintance with, and appreciation of, the scope and limits of knowledge. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

335. PHILOSOPHY OF SCIENCE
4 hours credit
Critical examination of the philosophical problems common to the natural sciences, such as the nature of scientific laws and theories, and problems involved in scientific explanation. May not receive credit for both PHIL 335 and 406. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

399. INTERNATIONAL STUDIES IN PHILOSOPHY
4 hours credit
Study abroad course that focuses on historical or contemporary philosophical issues that relate to the country in which the course is taught. May be taken twice for credit under different subtitles. **Prerequisite:** Permission of instructor. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

401. MORAL THEORY
4 hours credit
Examines the foundations and nature of morality. A study of metaethical and normative ethical questions, such as: Are claims about morals objective? If so, what makes them so? Are there general principles or rules that we should follow? Or is morality best understood in terms of virtues? **Prerequisites:** Two philosophy courses. **Three hours per week with enhancement.**

402. THE PROBLEM OF GOD
4 hours credit
Involves students in thinking through the ultimate questions philosophy asks about God's nature and existence. Attention given to a variety of themes, including the relationship between God and nature, the personhood of God, atheism and the meaningfulness of human speech about God. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

405. CONTEMPORARY CONTINENTAL PHILOSOPHY
4 hours credit
Treats questions raised by philosophers writing in the wake of Heidegger and the existentialist tradition. Areas of discussion include feminism, foundationalism, embodiment, psychoanalysis, deconstruction, epistemology, ethics and theology. **Prerequisites:** Two philosophy courses or permission of instructor. **Three hours per week with enhancement.**

408. METAPHYSICS
4 hours credit
Examines a variety of philosophical theories which propose a portrait of reality as a whole and are evaluated in terms of their ability to respond to ultimate questions we raise about being, matter and the absolute. Considers whether it is possible for us to achieve a comprehensive knowledge of reality. May not receive credit for both PHIL 306 and 408. **Prerequisites:** Two philosophy courses or permission of instructor. **Three hours per week with enhancement.**

450. PHILOSOPHICAL CONCEPTS IN LITERATURE
4 hours credit
Examines a philosophical theme (e.g., existentialism, tragedy) as reflected in works of literature. Theme varies semester to semester. **Prerequisites:** ENGL 102 or 103 and one philosophy course or permission of instructor. **Three hours per week with enhancement.**

475. SEMINAR IN PHILOSOPHY
4 hours credit
Offers advanced students in philosophy an opportunity to research and reflect on an issue or theme more thoroughly and intensely than is possible in an ordinary course. Content varies semester to semester. May be repeated for credit with faculty approval. **Prerequisite:** Permission of instructor. **Three hours per week with enhancement.**

490. INDEPENDENT STUDY
1-4 hours credit
Tutorial course in a specific problem of philosophy, a particular philosopher or a particular period of philosophy. Open to junior and senior students, conditional on faculty member's consent. May be repeated for credit with faculty approval. **Prerequisite:** Permission of instructor. **Up to four hours per week.**

497. RESEARCH IN PHILOSOPHY
4 hours credit
Provides advanced philosophy students an opportunity to study an area of philosophy in more depth than is possible in the traditional classroom setting. Working with a faculty mentor, students will choose an area of philosophical inquiry, study the relevant philosophical literature in that area and produce a substantial paper worthy of presentation at an undergraduate philosophy conference. Course may be taken twice for credit. **Prerequisite:** Junior status. **Three hours per week with enhancement.**

502. THE PROBLEM OF GOD
3 hours credit
Involves students in thinking through the ultimate questions philosophy asks about God's nature and existence. Attention given to a variety of themes, including the relationship between God and nature, the personhood of God, atheism and the meaningfulness of human speech about God. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week.**

550. PHILOSOPHICAL CONCEPTS IN LITERATURE
3 hours credit
Examines a philosophical theme (e.g., existentialism, tragedy) as reflected in works of literature. Theme varies semester to semester. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week.**

575. SEMINAR IN PHILOSOPHY
3 hours credit
Offers advanced students in philosophy an opportunity to research and reflect on an issue or theme more thoroughly and intensely than is possible in an ordinary course. Content varies semester to semester. May be repeated for credit with faculty approval. **Prerequisite:** Permission of instructor. **Three hours per week.**

590. INDEPENDENT STUDY
1-3 hours credit
Tutorial course in a specific problem of philosophy, a particular philosopher or a particular period of philosophy. Open to junior and senior students, conditional on faculty member's consent. May be repeated for credit with faculty approval. **Prerequisite:** Permission of instructor. **Up to three hours per week.**

PHYSICAL EDUCATION (PHEC)

103. SELF-DEFENSE
1 hour credit
Application of knowledge of pressure points and leverages in the protection of one's self. **Two hours per week.** *(P/F)*

105. BEGINNING SWIMMING
1 hour credit
Fundamental skills of swimming with emphasis on basic stroke and safety techniques. **Two hours per week.** *(P/F; fall semester only)*

106. PERSONALIZED HEALTH/FITNESS
3 hours credit
Study and practice of principles that affect human health. Emphases on physical fitness, stress management, nutrition and weight control with specific personalized techniques for optimizing health. **Four hours per week. Meets General Education V (Prior to Fall 2008: IV).**

107. PERSONALIZED HEALTH/FITNESS II
1 hour credit
Provides students opportunities to explore additional physical activity experiences to achieve the health/fitness goals established in PHEC 106. **Prerequisite:** PHEC 106. **Two hours per week.** *(P/F)*

121. BASKETBALL
1 hour credit
Fundamental skills, techniques, rules and strategy of basketball. **Two hours per week.** *(P/F; spring semester only)*

123. BEGINNING GOLF
1 hour credit
Fundamental skills, techniques, rules and strategy of golf. **Two hours per week.** *(P/F)*

125. RACQUETBALL
1 hour credit
Fundamental skills, rules and strategy of racquetball techniques. **Two hours per week.** *(P/F)*

126. BEGINNING TENNIS
1 hour credit
Fundamental skills, techniques, rules and strategy of tennis. **Two hours per week.** *(P/F)*

146. VOLLEYBALL
1 hour credit
Fundamental skills, techniques, rules and strategy of volleyball. **Two hours per week.** *(P/F)*

147. BADMINTON
1 hour credit
Fundamental skills, techniques, rules and strategy of badminton. **Two hours per week.** *(P/F)*

150. INTERMEDIATE TENNIS
1 hour credit
Thorough coverage of intermediate skills, strategy, rules and scoring through participation in the sport. **Two hours per week.** *(P/F)*

170. INTERMEDIATE SWIMMING
1 hour credit
Refines and increases the student's fundamental skills of swimming. Covers crawl stroke, elementary backstroke, breast stroke, sidestroke, inverted breast stroke, back crawl stroke, trudgeon, double trudgeon, trudgeon crawl, butterfly stroke and basic diving skills. **Prerequisite:** PHEC 105 or permission of instructor. **Two hours per week.** *(P/F)*

201. WILDERNESS FIRST AID
3 hours credit
Introduction to the principles of first aid in wilderness settings, including patient or sub-assessment and care for open wounds, infection, fractures, dislocations and other life-threatening conditions. Study of strategies for providing care in inclement weather and with alternative standard equipment. Special focus is placed upon evacuation techniques as well as best practices for monitoring and documenting patient status. Certification available. Weekend off-campus field experience required. Course fees apply; contact minor coordinator. **Three hours per week.**

203. LIFEGUARD TRAINING
1 hour credit
Study and application of the most current aquatic standards and techniques with emphasis on professionalism, prevention, surveillance, victim recognition, equipment-based rescues, CPR and aquatic-specific first aid training. American Red Cross certification awarded to those who meet requirements. **Prerequisite:** PHEC 170 or permission of instructor. **Two and one-half hours per week.**

205. WATER SAFETY INSTRUCTOR
2 hours credit
Preparation for teaching aquatic skills. Emphasis on skill development, learning theories, teaching methods and aquatic safety. **Prerequisite:** PHEC 170 or permission of instructor. **Two and one-half hours per week.**

209. CAMPING AND BACKPACKING
3 hours credit
Instruction, preparation and participation in camping and backpacking activities. Emphasizes knowledge, skills and attitudes for outdoor pursuits, and encourages awareness and respect for the natural environment. Weekend off-campus field experience required. Course fees apply; contact minor coordinator. **Prerequisite:** PHEC 201. **Three hours per week.**

210. SCUBA DIVING
3 hours credit
Fundamental skills, techniques, knowledge and laws of scuba diving. Emphasis on safety and recreational diving. **Prerequisite:** PHEC 105 or permission of instructor. **Three hours per week.**

213. PREVENTION AND MANAGEMENT OF EXERCISE INJURIES
3 hours credit
Prevention, treatment and management of injuries and physical disabilities that effect exercise. Influence of training and program design on adaptations associated with diseases, functional disabilities and injuries that affect strengthening techniques. Theoretical and practical experience in exercise design and prescription for healthy and special-needs populations. Crosslisted with EXSC 213. **Three hours per week.**

220. CANOEING AND KAYAKING
3 hours credit
This experiential course introduces basic skills of flat water canoeing and whitewater kayaking while running rapids of moderate difficulty. Instruction covers paddling skills, equipment and selection, water reading, river tactics, trip planning, safety practices, rescue techniques, tides and currents, wind and weather and hypothermia. American Canoe Association Certification available. Course fees apply; contact minor coordinator. **Prerequisites:** PHEC 201. **Three hours per week.**

221. WILDERNESS NAVIGATION
3 hours credit
Study of techniques for navigating in wilderness settings, including topographical map reading, orienteering and the use of global positioning systems. Study of alternative methods of navigation, and testing and application of skills in classroom and outdoor settings. Weekend off-campus field experience required. Course fees apply; contact minor coordinator. **Prerequisite:** PHEC 201. **Three hours per week.**

290. SELECTED STUDIES IN PHYSICAL EDUCATION
1-2 hours credit
Provides opportunities for short-term needs of students and/or faculty. Affords avenue for course experimentation and innovation at the introductory level. May be repeated under different subtitles for a maximum of six credits.

291. INDEPENDENT STUDY
1-3 hours credit
Independent study of issues in physical education. May be repeated for a maximum of six hours. **Prerequisite**: Permission of instructor and department chair.

330. ATHLETIC COACHING
3 hours credit
Introduction to the principles and practices of coaching. Emphasis on educational and motivational variables present in the medium of athletics. **Three hours per week.** *(spring semester only)*

331. COACHING YOUTH SPORTS
3 hours credit
Designed to prepare individuals to coach children in athletic activities. Emphasis is placed on communicating the essentials of a sport to children at an early stage of development (6-10 years old). Discussion focuses on the coach as a teacher and the influence of the coach's behavior on the outcome of sporting events and the development of the child. Assignments and activities are designed to demonstrate ways to help children develop healthy bodies and positive self-images through participation in athletics and to identify techniques that promote positive discipline both on and off the playing field and plan strategies to involve parents in positive ways. **Prerequisites:** PHEC 330, current community CPR certification. **Three hours per week.**

370. CAMP LEADERSHIP AND MANAGEMENT
3 hours credit
Study of the history, objectives and trends of organized camping, including organization of day, residential and high-adventure camps. Learn administrative best practices for staff hiring and training, techniques of camp counseling, program planning and an introduction to campcraft skills. Course fees apply; contact minor coordinator. **Prerequisite:** PHEC 201. **Three hours per week.** *(spring semester only)*

371. OUTDOOR LEADERSHIP TECHNIQUES
3 hours credit
Study of techniques for planning, promoting and leading outdoor adventure activities with special emphasis on understanding leadership theory, minimizing risk and liability, and promoting sustainable practices. Weekend off-campus field experience required. Course fees apply; contact minor coordinator. **Prerequisite:** PHEC 201. **Three hours per week.**

408. MOVEMENT EDUCATION
3 hours credit
Analysis of the elements of human movement with practical applications to the teaching of physical education in grades K-12. Methods, materials, historical development, readings, practice. **Three hours per week.**

472. EXPERIENTIAL LEARNING AND METHODS OF TEACHING OUTDOOR ACTIVITIES
3 hours credit
Introduces students to experiential, adventure-based educa-

tion. Study and practice principles and theories of leadership education within a cooperative learning approach. May not receive credit for both PHEC 372 and PHEC 472. Course fees apply; contact minor coordinator. **Prerequisite:** PHEC 201. **Three hours per week.**

479. PRACTICUM
3-12 hours credit
Supervised internship or field placement in the area of human movement studies providing opportunities for experiential learning at an advanced level. Students pursue full-time professional assignments with an agency or organization which provides services related to the students' preparation in physical education. Credit for the practicum may range from three to 12 credits per semester, depending upon the experience. May be repeated for a total of 12 credit hours. **Prerequisites:** Completion of core and track requirements. **Corequisite:** PHEC 480.

480. SEMINAR
3 hour credit
Complements the practicum experience (PHEC 479). Students meet weekly to consider problems and issues encountered in the practicum. Encourages the synthesis of theory and practice through specific assignments and exercises chosen by the instructor. **Prerequisites:** Completion of core and track requirements. **Corequisite:** PHEC 479. **One hour per week.**

490. SELECTED TOPICS IN PHYSICAL EDUCATION
1-3 hours credit
Provides opportunities for short-term needs and interest of students/faculty. Affords avenue for curriculum experimentation and innovation at an advanced level. Student may earn a maximum of six credits.

491. INDEPENDENT STUDY
1-3 hours credit
Advanced independent study of issues in physical education. May be repeated for a maximum of six hours.

572. ADVENTURE-BASED LEADERSHIP EDUCATION
3 hours credit
Introduces students to experiential, adventure-based education. Students study and practice principles and theories of leadership education within a cooperative learning approach. **Three hours per week.**

590. SELECTED TOPICS IN PHYSICAL EDUCATION
1-3 hours credit
Provides opportunities for short-term needs and interest of students/faculty. Affords avenue for curriculum experimentation and innovation at an advanced level. Student may earn a maximum of six credits.

PHYSICAL EDUCATION - TEACHER EDUCATION (PHED)

135. FOUNDATIONS OF PHYSICAL EDUCATION
3 hours credit
Introduction to the historical and philosophical foundations of physical education, fitness and sport. Includes instructional and self-assessment strategies in preparation for engagement in professional practice. May not receive credit for both PHED 135 and PHED 235. **Three hours per week.**

175. INTRODUCTION TO TEACHING FITNESS AND WELLNESS
4 hours credit
Provides information, strategies and resources to assist future physical educators or related professionals to lead health-related fitness activity. Engage in the application of health-related activities through planning and implementing such activities in small and large peer group applications, including individual and group exercise, strength training and aquatics. May not receive credit for both PHED 175 and PHED 108. Meets General Education V (Prior to fall 2008: IV) for athletic training, health education and physical education majors. **Prerequisite:** Health education and physical education teacher education majors only; PHEC 105 or intermediate swimming skills as determined by program area faculty. **Three hours lecture, three hours laboratory per week.**

245. MOVEMENT ACTIVITIES
3 hours credit
Introduction designed to assist preservice physical educators in identifying the connections between curricular concepts and movement education through the basis of national standards specific to grades K-12. Content includes the lesson planning and teaching of movement concepts, integrated lessons, and movement education enhanced by technology. **Three hours per week.**

260. TEACHING TEAM SPORTS CONCEPTS AND TACTICS I
3 hours credit
Application of fundamental skills and teaching progressions for game concepts and tactics in team sports. Emphasis on sequential development of tactical complexity including offensive and defensive strategies. May not receive credit for both PHEC 344 and PHED 260. **Three hours per week.** *(spring semester only)*

263. TEACHING TEAM SPORTS CONCEPTS AND TACTICS II
3 hours credit
A continuation of the application of fundamental skills and teaching progressions for game concepts and tactics in the field and court category. Emphasis on sequential development of tactical complexity including offensive and defensive strategies. **Three hours per week.**

275. MANAGEMENT AND INSTRUCTIONAL STRATEGIES IN PHYSICAL EDUCATION
4 hours credit
Introduction to management and organization strategies specific to teaching physical education in grades K-12. Content includes rationale for skill progressions, scope and sequence of physical education curriculum, and program planning. **Three hours lecture, two hours laboratory per week.**

350. ASSESSMENT IN PHYSICAL EDUCATION
3 hours credit
Provides teacher candidates with the skills needed to design and implement assessment strategies relevant to K-12 physical education. These assessment strategies are designed for the candidate to understand the link between student assessment and student learning as well as teacher planning and physical education class content. **Prerequisite:** Entrance to the Professional Teacher Education Program. **Three hours per week.**

352. MOTOR LEARNING
3 hours credit
Study of motor skill performance and learning. Topics include information processing, motor programs, individual differences, transfer, practice organization and feedback. Credit may not be received for both PHED 352 and 255. **Three hours per week.**

375. CONTEMPORARY CURRICULUM AND ANALYSIS OF TEACHING IN PHYSICAL EDUCATION
3 hours credit
Study of contemporary curriculums, principles and planning concepts with an emphasis on the analysis of effective teaching practices in physical education. Defines curriculum, explores the basis for curriculum planning, establishes an organizational plan for developing curriculum, and analyzes and assesses an established physical education program. Effective teaching practices and current issues and trends in systematic reflection are examined. **Prerequisite:** Entrance to the Professional Teacher Education Program. **Three hours per week.**

400. ADAPTED PHYSICAL EDUCATION
4 hours credit
Designed for physical education students preparing to enter the teaching field in K-12 education. Those students preparing for careers in health, recreation or youth-centered programs may also be served. Components include an overview of special education and adapted physical education, inclusion, developmental disorders, intellectual and physical disabilities, strategies for meeting individual needs, education through physical activity, designing appropriate goals, and understanding the Individual Education Plans (IEP) process as it relates to physical education. Provides opportunities for the acquisition of knowledge and skills required to meet the educational needs of students with disabilities in physical education as outlined by current legislation. Students gain practical experience in the adapted physical education setting with local schools. **Prerequisite:** Entrance to the Professional Teacher Education Program. **Three hours lecture, two hours laboratory per week.**

410. ELEMENTARY SCHOOL PHYSICAL EDUCATION
4 hours credit
Analysis of elementary school physical education teaching methods, program implementation and curricula. Emphasis on teaching effectiveness through reflective problem solving. Includes a field-based practicum experience at a local elementary school. Credit may not be received for both EDUC 343 and PHED 410. **Prerequisite:** Admission in Internship I. **Three hours lecture, eight hours practicum per week.**

420. SECONDARY SCHOOL PHYSICAL EDUCATION
4 hours credit
Analysis of secondary school physical education teaching methods, program implementation and curricula. Emphasis on teaching effectiveness through reflective problem solving. Includes a field-based practicum experience at a local secondary school. Credit may not be received for both EDUC 371 and PHED 420. **Prerequisite:** Admission in Internship I. **Three hours lecture, eight hours practicum per week.**

451. PSYCHOSOCIAL ASPECTS OF PHYSICAL EDUCATION
3 hours credit
Interaction of physical education (sports) with the psychology and sociological development of the individual. May not receive credit for both PHEC 451 and PHED 451. **Three hours per week.**

470. INTERNSHIP II IN ELEMENTARY PHYSICAL EDUCATION
6 hours credit each
Directed student internship experience in K-12 schools under the direction of the mentor teacher and University supervision. Half the experience in elementary physical education teaching and half semester in secondary physical education. A grade of NR will be assigned to candidates who satisfactorily complete PHED 470 until successful completion of PHED 471. Credit may not be received for both EDUC 403 and PHED 470. **Prerequisites:** Admission to Professional Teacher Education Program and student teaching criteria. **Corequisites:** PHED 471, 481. *(P/F)*

471. INTERNSHIP II IN SECONDARY PHYSICAL EDUCATION
6 hours credit each
Directed student internship experience in K-12 schools under the direction of the mentor teacher and University supervision. Half the experience in elementary physical education teaching and half semester in secondary physical education. A grade of NR will be assigned to candidates who satisfactorily complete PHED 470 until successful completion of PHED 471. Credit may not be received for both EDUC 404 and PHED 471. **Prerequisites:** Admission to Professional Teacher Education Program and student teaching criteria. **Corequisites:** PHED 470, 481. **Three hours per week.** *(P/F)*

481. SEMINAR IN PHYSICAL EDUCATION
3 hours credit
Critical analysis of the decisions made by student interns in K-12 schools. Emphasis upon identifying possible solutions for problems interns face during K-12 student internship. May not receive credit for EDUC 478 and PHED 481. **Corequisites:** PHED 470, 471. *(P/F)*

PHYSICS (PHYS)

101. PHYSICAL SCIENCE
4 hours credit
Introduces students to the fundamental concepts of the physical sciences. The course will emphasize practical applications, especially those which integrate all of the natural sciences. Credit may not be received for both CHEM 101 and PHYS 101. **Prerequisite:** This course assumes an understanding of college algebra. MATH 130 is recommended. This course is for elementary education majors. **Three hours lecture, two hours laboratory per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

108. INTRODUCTION TO ASTRONOMY
4 hours credit
Survey of modern astronomy for non-science majors. Basic physics concepts utilized to study the night sky, light, optics and telescopes, planets, the moon and sun, stars nebulae, galaxies and the universe. Some night observations required. May not be taken for credit if student already has credit for PHYS 106. **Three hours lecture, two hours laboratory per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

121. GENERAL PHYSICS I
4 hours credit
Introduction to Newtonian mechanics and applications. Topics include kinematics, dynamics, rotational motion, equilibrium, conservation laws and fluids. Not intended for physics or chemistry majors. **Recommended Prerequisite:** College algebra. **Three hours lecture, two hours laboratory per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

123. GENERAL PHYSICS II
4 hours credit
Continuation of general physics. Topics include basic concepts of electricity and magnetism, wave motion, optics and modern physics. **Prerequisite:** PHYS 121. **Three hours lecture, two hours laboratory per week. Meets General Education IVB (Prior to Fall 2008: IIIB).**

221. PHYSICS I
4 hours credit
Introduction to calculus-based Newtonian mechanics for students majoring in physics, engineering and chemistry. Topics include: kinematics, Newton's laws, conservation laws and rotational motion. **Prerequisite or Corequisite:** MATH 201. **Six hours lecture/activity per week. Meets General Education IVA or IVB (Prior to Fall 2008: IIIA or IIIB).**

223. PHYSICS II
4 hours credit
Continuation of introductory physics. Topics include: electrostatics, current and resistance, DC and AC circuit analysis, magnetic fields, induction, electromagnetic waves and geo-

metrical and wave optics. **Prerequisite:** PHYS 221. **Prerequisite/Corequisite:** MATH 202. **Six hours lecture/activity per week.**

225. PHYSICS III
3 hours credit
Continuation of introductory calculus-based physics. Topics include: static equilibrium and elasticity, fluid mechanics, wave motion and thermodynamics. **Prerequisite:** PHYS 221. **Prerequisite/Corequisite:** MATH 202. **Four hours lecture/activity per week.**

309. MATHEMATICAL PHYSICS
3 hours credit
Survey of many important mathematical tools of classical physics. Topics include: coordinate systems, complex algebra, linear algebra, Fourier series, special functions, differential equations and vector calculus. Computer algebra system software is used. **Prerequisite:** PHYS 225. **Prerequisite/Corequisite:** PHYS 223, MATH 310. **Four hours lecture/activity per week.**

311. ELECTRICAL CIRCUITS AND ELECTRONICS
4 hours credit
Survey of basic principles of electric circuits and modern electronics. Topics include AC and DC circuits, Thevenin's and Norton's theorems, transient analysis, power supplies, diodes and transistors, operational amplifiers and an introduction to circuit simulation programs. **Prerequisite:** PHYS 309. **Prerequisite/Corequisite:** MATH 311. **Three hours lecture, three hours laboratory per week.**

313. INTRODUCTION TO MODERN PHYSICS
3 hours credit
Survey of physics concepts developed since 1880. Topics include blackbody radiation, photoelectric effect, special relativity, quantization, uncertainty principle and introductory atomic, nuclear and solid state physics. **Prerequisite:** PHYS 309. **Prerequisite/Corequisite:** MATH 311. **Four hours lecture/activity per week.**

314. MECHANICS
3 hours credit
Theory and application of Newtonian mechanics with an introduction to the Lagrange formalism. Major topics include kinematics and dynamics of single particles and systems of particles, rigid bodies, noninertial reference frames and the simple harmonic oscillator. **Prerequisites:** PHYS 313. **Four hours lecture/activity per week.**

315. ELECTRICITY AND MAGNETISM
3 hours credit
Study of electricity and magnetism. Topics include Coulomb's law, electric and magnetic fields, electromagnetic induction, Maxwell's equations and an introduction to electromagnetic waves. **Prerequisites:** PHYS 313. **Four hours lecture/activity per week.**

316. INTRODUCTION TO QUANTUM MECHANICS
3 hours credit
Introduction to the principles of quantum mechanics. Topics include wave mechanics, Schrodinger's equation, Fourier techniques, operator formalism, correspondence and uncertainty principles, harmonic oscillator and hydrogen atom. **Prerequisites:** PHYS 309, 313, 314. **Four hours lecture/activity per week.**

317. ASTROPHYSICS AND STELLAR ASTRONOMY
3 hours credit
Physical and mathematical principles applied to the study of astronomy, binary stars, stellar structure and evolution, galactic and extragalactic astronomy, quasars and cosmology. No prior knowledge of astronomy required. **Prerequisites:** PHYS 223, 309. **Four hours lecture/activity per week.**

318. SEMICONDUCTOR PHYSICS
3 hours credit
Mathematical treatment of the theory of conduction in solids with particular attention to semiconductors. Topics include band theory of solids, conduction in metals and crystals, intrinsic and extrinsic semiconductors, two-terminal and three-terminal devices. **Prerequisites:** PHYS 309, 313, MATH 311. **Four hours lecture/activity per week.**

319. THERMODYNAMICS AND STATISTICAL MECHANICS
3 hours credit
Introduction to statistical mechanics and thermodynamics. Topics include laws of thermodynamics, paramagnetism, heat capacity of solids, perfect classical gas, phase equilibria and perfect quantal gas. **Prerequisites:** PHYS 309, 314. **Three hours per week.**

320. WAVE OPTICS
3 hours credit
Study of light as a wave phenomenon. Topics include nature of light, propagation, reflection, refraction, interference, diffraction, lasers and holography. **Prerequisites:** PHYS 223, 309, MATH 311. **Four hours lecture/activity per week.**

321. ANALOG ELECTRONICS
3 hours credit
Study of analog electronic devices and systems. Topics include operational amplifiers, active filters, oscillators and function generators, linear integrated circuits. **Prerequisite:** PHYS 311. **Four hours lecture/activity per week.**

322. DIGITAL ELECTRONICS
4 hours credit
Study of the basic concepts of digital electronics, with emphasis on modern TTL and CMOS integrated circuits. Topics include gates, combinational and sequential logic circuits, flip-flops, counters, shift registers, multiplexers, decoders and multivibrators. Credit may not be received for both PHYS 322 and COSC 250. **Prerequisite:** PHYS 223. **Three hours lecture, three hours laboratory per week.**

395. INTERMEDIATE PHYSICS RESEARCH
3 hours credit
Intermediate level, individual research project in physics under supervision of a member of the faculty. Written report and seminar presentation required. May be repeated for up to six credits. **Prerequisites:** Eight credits of physics and departmental approval. **Six hours per week.**

399. INTERMEDIATE SPECIAL TOPICS IN PHYSICS
1-3 hours credit
Study of specific area of physics at the sophomore or junior level. Topic varies semester to semester. May be repeated for up to six credits. **Prerequisite:** Permission of instructor. **One to three hours lecture per week or lab-lecture equivalent.**

407. SENIOR LABORATORY
3 hours credit
Exploration of physics through experimentation. Topics include atomic, nuclear and solid state physics; electricity and magnetism, mechanics, optics; and thermodynamics. **Prerequisites:** PHYS 311, 313. **Four hours lecture/activity per week.**

410. ADVANCED MATHEMATICAL PHYSICS
3 hours credit
Survey of advanced mathematical topics used in physics, including linear operators, functions of a complex variable, partial differential equations, Hilbert spaces and group theory. **Prerequisites:** PHYS 309, MATH 311. **Four hours lecture/activity per week.**

413. COMPUTER ARCHITECTURE AND INTERFACING
3 hours credit
Architecture, programming and interfacing of one or two representative processors. Instruction sets and assembly language programming. Interfacing of memory and support chips such as USART. Programmable controllers, timers and peripheral I/O devices. Serial and parallel port interfacing. **Prerequisites:** PHYS 311, 322. **Four hours lecture/activity per week.**

414. ADVANCED MECHANICS
3 hours credit
Advanced study of Newtonian mechanics based on concepts introduced in PHYS 314. Topics include Lagrangian and Hamiltonian formalism, calculus of variations, rigid bodies, small oscillations, fluid mechanics. **Prerequisite:** PHYS 314. **Three hours per week.**

450. INTERNSHIP/CO-OP IN PHYSICS
3 hours credit
Work experience in which qualified students use knowledge of physics in a professional setting. Students summarize experiences in written reports with seminar presentations. **Prerequisites:** Twenty-four hours of physics, permission of department chair. **Six hours per week.**

470. SENIOR SEMINAR
1 hour credit
Senior seminar for physics majors. Introduction to research practices. Preparation for PHYS 475 or PHYS 490 projects. **Prerequisite:** 30 hours of physics or departmental approval. **One hour per week.**

475. CAPSTONE DESIGN PROJECT
2 hours credit
Application of classroom learning to a real-world problem. Projects involve application of electronics and computers: e.g. robotics, CAD/CAM, microcontrollers, environmental monitoring, DSP, ASIC design, microwave and communication circuits, mechatronics and process control. **Prerequisites:** PHYS 413 and 470, or permission of instructor.

490. RESEARCH IN PHYSICS
2 hours credit
Research project in one of the areas of physics chosen, designed and carried out by student with the advice and approval of a faculty member. Actual work may be carried out at off-campus sites. Written report, seminar presentation required. **Prerequisites:** PHYS 470 and 40 credits of physics (or senior standing) and department chair approval.

499. SPECIAL TOPICS IN PHYSICS
1-3 hours credit
Study of a specific advanced area of physics. Topic varies semester to semester. May be repeated for up to six credits. **Prerequisite:** Senior standing and department chair approval. **One to three hours lecture per week or lab-lecture equivalent.**

590. SPECIAL TOPICS IN PHYSICS EDUCATION
3 hours credit
Study of specific area of physics and physics education. This physics education course is aimed primarily at in-service teaching professionals wanting to enhance their knowledge of basic physics principles and phenomena and do so by exploring best practice pedagogical inquiry-based instruction techniques. Topics vary from semester to semester. May be taken twice for credit under different subtitles. **Three hours per week.**

POLITICAL SCIENCE (POSC)

101. INTRODUCTION TO POLITICS AND GOVERNMENT
4 hours credit
Introduction to the study of political science that discusses the nature of politics, the role of government in society and the processes involved in the governing of humans. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

102. CONTEMPORARY ISSUES
4 hours credit
Examines how the American political system responds to major issues facing the nation. The politics of recent issues such as civil rights, Watergate, the environment and the energy crisis, along with current issues, discussed in detail. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

110. AMERICAN NATIONAL GOVERNMENT
4 hours credit
Comprehensive examination of the American political process which analyzes the role of the Constitution, the organization and function of the presidency, Congress, Supreme Court, political parties and interest groups and the distribution of power within American society. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

200. POLITICAL IDEOLOGIES
4 hours credit
Analysis of political ideologies, emphasizing their role as both justifications for and radical critiques of existing social, economic and political structures and processes. Covers a number of ideologies, including fascism, liberalism, socialism and communism. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

202. STATE AND LOCAL GOVERNMENT IN THE UNITED STATES
4 hours credit
Examination of state and local governments in terms of how political power is organized and policies adopted. Focuses on forms of governing that encourage citizen participation. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

204. TOPICS IN POLITICAL SCIENCE
4 hours credit
Analysis of recent international or national issues which helps students understand the complex contemporary political environment. May be taken twice under different course titles. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

205. WOMEN IN POLITICS
4 hours credit
Study of the recent history and politics of women's rights in the U.S. and the impact of the women's movement in its various manifestations. Examines the route to political activism taken by women and the issues that unite and divide them. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

210. INTRODUCTION TO INTERNATIONAL RELATIONS
4 hours credit
Introduces students to contemporary issues in world affairs: state creation and "failed" states, balance of power, wars, nuclear proliferation and arms control. Addresses global trade, monetary, development and environmental problems, as well as regional integration and the role of the World Bank and MNCs. Examines the use of international law, diplomat-

ic negotiation and the UN to resolve international conflicts. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

213. WAR AND PEACE IN THE MIDDLE EAST
4 hours credit
Introduction to the causes of interstate conflict in the Middle East and to the opportunities for peace in the region. Examines the impact of Great Power competition, the regional balance of power, the rise of religious fundamentalism and the struggle for control of resources. Includes an analysis of the Arab-Israeli conflict, as well as other examples of conflict and accommodation in the region. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week with enhancement.**

215. AMERICAN FOREIGN POLICY
4 hours credit
Emphasizes areas of foreign policy: the individuals, organizations and procedures involved in foreign policy making; the major approaches of U.S. foreign policy; and current issues. **Three hours per week with enhancement.Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

220. COMPARATIVE GOVERNMENT OF EAST ASIA
4 hours credit
Survey of important topics for understanding of East Asian politics today. Emphasis on format and functions of political institutions, historical background, democratization, economic development, social problems and foreign relations. **Prerequisite:** POSC 101, 110 or 210. **Three hours per week with enhancement.**

230. JUDICIAL PROCESS AND POLITICS
4 hours credit
Examines the structure and role of courts in the American political process. State and federal court systems and the role of judges are explored. Emphasis is on how courts function within the legal and political environment while acting as policy makers. **Three hours per week with enhancement.**

300. METHODS OF EMPIRICAL POLITICAL ANALYSIS
4 hours credit
Focuses on student-developed research projects that utilize the scientific method and the collection and analysis of quantitative data, especially public opinion polls. The use of computers and statistics in political science research emphasized. **Prerequisites:** POSC 101 or 110, junior standing. **Three hours lecture, one two-hour laboratory per week.**

301. POLITICAL PARTIES AND PRESSURE GROUPS
4 hours credit
Descriptive and analytical examination of American political parties and pressure groups with attention to political socialization and voting behavior. **Prerequisite:** POSC 101 or 110. **Three hours per week with enhancement.**

310. COMPARATIVE EUROPEAN GOVERNMENT
4 hours credit
Comparative study of the government systems, political processes, leadership, political parties, elections and current political issues in Britain, France and Germany and an overview of the European community. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week with enhancement.**

311. COMPARATIVE GOVERNMENT OF DEVELOPING NATIONS
4 hours credit
Comparative study of the historical backgrounds, ideological foundations, leadership, opposition groups, political processes and current issues in the governmental systems of selected developing countries. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week with enhancement.**

313. COMPARATIVE POLITICS OF THE MIDDLE EAST
4 hours credit
Examines the conditions and variables that affect the content and conduct of politics within the states of the Middle East with an emphasis on the impact of socioeconomic factors, culture, religious belief systems, gender roles, ethnic and national identities, secular ideologies, and foreign penetration upon political behavior in the region. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week with enhancement.**

315. THE PRESIDENCY IN AMERICAN POLITICS
4 hours credit
Helps students develop a deeper understanding of the American presidency's relationship to other governmental and nongovernmental institutions in the American political system. Particular attention paid to the implications and consequences of these relationships for democratic society. **Prerequisite:** POSC 101 or 110. **Three hours per week with enhancement.**

320. PUBLIC POLICY ANALYSIS
4 hours credit
In-depth study of the governmental decision-making process within the American federal government. Provides students with an explanation of the primary governmental activities associated with the basic steps in the policy-making process. Some of these steps include policy formulation, implementation and evaluation. **Prerequisite:** POSC 101 or 110. **Three hours per week with enhancement.**

330. AMERICAN CONSTITUTIONAL DEVELOPMENT
4 hours credit
Study of the principles, nature and meaning of the U.S. Constitution as determined by the holdings and opinion of the Supreme Court. Emphasis on the historical development of the Constitution and a study and analysis of the U.S. court system, judicial review, separation of powers, commerce powers and powers of Congress and the president. **Prerequisite:** POSC 101 or 110. **Three hours per week with enhancement.**

340. POLITICAL SCIENCE INTERNSHIP
3-9 hours credit
Helps students learn about political behavior and policy problems as participant-observers in a government organization at the national, state or local level. May be taken three times for a total of nine credits. **Prerequisites:** POSC 101 or 110, permission of instructor. *(P/F)*

341. POLITICAL SCIENCE INTERNSHIP SEMINAR
3 hours credit
Places an intern's work experience within a broader, analytical perspective. Interns thoroughly examine existing research on the relevant governmental agency and relate the findings of this research to their own internship experiences. Designed to be taken with POSC 340. **Prerequisites:** POSC 101 or 110, permission of instructor.

360. ENVIRONMENTAL POLICY
4 hours credit
Overview of national and global environmental policies in the U.S. Examines individual policies including their content, their adoption, the regulatory process and their effect on environmental quality. Role of the political actors and the political process in environmental policy-making explored. **Prerequisite:** Junior standing. **Three hours per week with enhancement. Three hours per week. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

370. DEMOCRACY
4 hours credit
Explores both the idea of democracy and its possibilities for realization in human society. Advocates and critics of democracy, both old and contemporary, are examined.

Prerequisite: POSC 101 or 110. **Three hours per week with enhancement.**

390. INTERNATIONAL FIELD STUDY
4-8 hours credit
On-site study of the politics, history, economy and culture of selected countries. Work in the field preceded by pre-tour lectures and readings. May be repeated once for credit. Number of credits offered to be determined by the department.

399. HONORS INTERDISCIPLINARY
4 hours credit
Examines topics of broad trans-disciplinary scope and interest in conjunction with one or more other departments. **Three hours per week with enhancement.**

401. POLITICAL THEORY
4 hours credit
Survey of political thought based on the analysis of ideas of modern theorists, including the historical setting of major theories, their impact on political institutions and social changes and their contemporary significance. **Prerequisite:** POSC 101 or 110. **Three hours per week with enhancement.**

408. POLITICAL VIOLENCE AND TERRORISM
4 hours credit
Investigates the political, social, cultural, economic and psychological roots of several types of political violence: international terrorism, state terrorism, inter-communal and secessionist violence, genocide, revolution and civil war. For each type of violence, the course examines theories that explain the cause of violence and case examples from historical experience. **Prerequisite:** Junior standing. **Three hours per week with enhancement.**

409. CAUSES OF WAR
4 hours credit
Explores theoretical explanations of international conflict. Major questions addressed are: What are the primary causes of war? How may war be prevented? **Prerequisite:** Junior standing. **Three hours per week with enhancement. Three hours per week. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

411. INTERNATIONAL LAW
4 hours credit
Survey of the general principles and specific rules of international law as well as its recent trends and its relations to other aspects of international affairs. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week with enhancement.**

413. INTERNATIONAL POLITICAL ECONOMY
4 hours credit
Examines the most important economic issues in the current global economy and compares and contrasts liberal, statist and Marxist theories of international political economy. Topics include the debate over globalization, the formation and operation of regional economic blocks, the goal of sustainable development and the challenge of transition in post-socialist societies. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week with enhancement.**

415. THE UNITED NATIONS SYSTEM
4 hours credit
Examines the history and evolution of the UN system. Focuses on the role of the UN in settling international disputes, providing international order and security, promoting decolonization, promoting human and political rights, and providing for economic and social development around the world. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week with enhancement.**

417. RUSSIA AND THE SOVIET UNION
4 hours credit
Political development of Russia from the Bolshevik Revolution and Stalinism through the Gorbachev period and collapse of the U.S.S.R. Emphasis on government structure, parties, ideology, political conflict and change. Exploration of political, social, economic, environmental and foreign policy problems of the new Russian state. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week with enhancement.**

420. POLITICS OF CHINA
4 hours credit
Survey of important topics for understanding of China today. Emphasis on format and functions of Chinese political institutions, Imperial China and its fall, the rise of the Chinese Communist Party, the politics under Mao, economic reforms, social problems, and foreign relations. **Prerequisite:** POSC 101, 110 or 210. **Three hours per week with enhancement.**

430. THE CONGRESS IN AMERICAN POLITICS
4 hours credit
Analysis of the structural characteristics and functions of the United States Congress. Factors influencing congressional decision making and the importance of Congress in American political process discussed. **Prerequisite:** POSC 101 or 110. **Three hours per week with enhancement.**

440. PUBLIC ADMINISTRATION
4 hours credit
Study of the basic characteristics of modern American governmental bureaucracies, as well as the important issues public administrators face. Exploration of administrative and organizational theories. **Prerequisite:** POSC 101 or 110. **Three hours per week with enhancement.**

450. CIVIL RIGHTS AND LIBERTIES
4 hours credit
Explores civil rights and liberties of the individual under the United States constitution, including freedom of religion, speech, press, right to privacy, and race and sex discrimination. **Prerequisite:** POSC 101 or 110. **Three hours per week with enhancement.**

460. ENVIRONMENTAL LAW
4 hours credit
Introduction to the legal system and principles of environmental law. Explores the nature and sources of environmental problems, evolution of the law and the legal system's response to environmental problems. Examines laws, regulations and court decisions designed to control specific environmental problems; protect public health, safety and resources; and provide international environmental controls. Students use the case study method of legal analysis. **Prerequisite:** Junior standing. **Three hours per week with enhancement.**

480. STUDIES IN POLITICAL SCIENCE
4 hours credit
Intensive study of a specialized area of inquiry within the major subfields of political science: American government, international relations, comparative government, political theory and public policy. May be taken twice under different subtitles. **Prerequisites:** POSC 101 or 110, junior/senior class standing. **Three hours per week with enhancement.**

490. INDIVIDUAL RESEARCH
1-4 hours credit
Advanced students pursue their own research project under the direction of a faculty member, or assist a faculty member in a research project. Involves in-depth reading program or the collection and analysis of data from primary sources. May be repeated for a maximum of six credits with faculty approval; credit beyond three hours requires approval of the department chair.

501. POLITICAL THEORY
3 hours credit
Survey of political thought based on the analysis of ideas of

modern theorists, including the historical setting of major theories, their impact on political institutions and social changes and their contemporary significance. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

509. CAUSES OF WAR
3 hours credit
Explores theoretical explanations of international conflict. Major questions addressed are: What are the primary causes of war? How may war be prevented? **Three hours per week.**

511. INTERNATIONAL LAW
3 hours credit
Survey of the general principles and specific rules of international law as well as its recent trends and its relations to other aspects of international affairs. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week.**

515. THE UNITED NATIONS SYSTEM
3 hours credit
Examines the history and evolution of the UN system. Focuses on the role of the UN in settling international disputes, providing international order and security, promoting decolonization, promoting human and political rights, and providing for economic and social development around the world. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week.**

517. RUSSIA AND THE SOVIET UNION
3 hours credit
Political development of Russia from the Bolshevik Revolution and Stalinism through the Gorbachev period and collapse of the U.S.S.R. Emphasis on government structure, parties, ideology, political conflict and change. Exploration of political, social, economic, environmental and foreign policy problems of the new Russian state. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week.**

530. THE CONGRESS IN AMERICAN POLITICS
3 hours credit
Analysis of the structural characteristics and functions of the United States Congress. Factors influencing congressional decision making and the importance of Congress in American political process discussed. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

540. PUBLIC ADMINISTRATION
3 hours credit
Study of the basic characteristics of modern American governmental bureaucracies, as well as the important issues public administrators face. Exploration of administrative and organizational theories. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

580. STUDIES IN POLITICAL SCIENCE
3 hours credit
Intensive study of a specialized area of inquiry within the major subfields of political science: American government, international relations, comparative government, political theory and public policy. May be taken twice under different subtitles. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

590. INDIVIDUAL RESEARCH
1-3 hours credit
Advanced students pursue their own research project under the direction of a faculty member, or assist a faculty member in a research project. Involves in-depth reading program or the collection and analysis of data from primary sources. May be repeated for a maximum of six credits with faculty approval; credit beyond three hours requires approval of the department chair.

PSYCHOLOGY (PSYC)

101. GENERAL PSYCHOLOGY
4 hours credit
Survey of general principles underlying human behavior including study of the nervous system, perception, learning, emotion and personality. Experimental findings are applied to practical situations. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

220. RESEARCH METHODS I
4 hours credit
Methods of data analysis, including statistical concepts, calculations and computer applications. **Prerequisite:** PSYC 101. **Three hours per week with enhancement.**

300. DEVELOPMENTAL PSYCHOLOGY
4 hours credit
Survey of the characteristics of and theories explaining the physical, intellectual, social and emotional development of individuals throughout the life span. **Prerequisite:** PSYC 101. **Three hours per week with enhancement.**

301. BIOLOGICAL BASIS OF BEHAVIOR
4 hours credit
Introduction to the biological basis of behavior with emphasis on the anatomy and physiology of nerve cells and the nervous system, the effects of drugs on the nervous system, and other introductory topics. **Prerequisites:** PSYC 101. **Three hours per week with enhancement.**

302. ABNORMAL PSYCHOLOGY
4 hours credit
Survey of the etiology, diagnosis and prognosis of neuroses, psychoses, psychosomatic disorders, transient situational maladjustments and personality disorders, with discussions of various treatment approaches. **Prerequisite:** PSYC 101. **Three hours per week with enhancement.**

304. RESEARCH METHODS II
4 hours credit
Study of the scientific method and principles of research design and their application to the study of psychology. **Prerequisites:** PSYC 220. **Three hours per week with enhancement.**

305. PSYCHOLOGY OF LEARNING
4 hours credit
Survey of basic learning paradigms, including classical and operant conditioning, with an emphasis on experimental research using non-human animals. Applications of these theories are also discussed in terms of human behavior. **Prerequisite:** PSYC 101. **Three hours per week with enhancement.**

306. SOCIAL PSYCHOLOGY
4 hours credit
Scientific study of the behavior and thought of individuals as a function of social stimuli. Topics include persuasion, social cognition, prejudice, attraction, aggression, pro-social behavior and group processes. **Prerequisites:** PSYC 101. **Three hours per week with enhancement.**

313. DRUGS AND BEHAVIOR
4 hours credit
Examination of the use and misuse of drugs, both legal and illegal, from biological, historical, psychological, and social perspectives. **Prerequisite:** PSYC 101. **Three hours per week with enhancement.**

320. PSYCHOLOGY OF INFANCY AND CHILDHOOD
4 hours credit
In-depth study of the implications of and issues surrounding the physical, intellectual, social and emotional development of children from conception to adolescence. **Prerequisites:** PSYC 101 or 30 credit hours. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

321. PSYCHOLOGY OF ADOLESCENCE
4 hours credit
Study of physical, emotional and social development of the adolescent. **Prerequisite:** PSYC 101. **Three hours per week with enhancement.**

322. PSYCHOLOGY OF AGING
4 hours credit
Comprehensive study of aging—the final developmental period in the lifespan. Topics covered include research methodology, physical aging, cognitive aging, life span developmental issues, relationships, well being and mental health. **Prerequisite:** PSYC 101. **Ten hours of volunteer work with the elderly per semester, three hours per week with enhancement.**

323. PSYCHOLOGY OF DEATH AND DYING
4 hours credit
Exploration of attitudes and behaviors related to death. Topics include the dying patient, suicide, bereavement, ethical issues, the funeral, etc. Emphasis on developing an understanding of self and death. **Prerequisite:** PSYC 101. **Three hours per week with enhancement.**

325. PSYCHOLOGY OF SEXUALITY
4 hours credit
Scientific study of human sexuality. Topics include sexual physiology, behaviors and attitudes, love and sexual relationships, sexual health, sexual dysfunction, gender and sexual coercion. **Prerequisite:** PSYC 101. **Three hours per week with enhancement.**

333. EFFECTIVE PARENTING
4 hours credit
Offers practical techniques for dealing with children, including effective communication with children of all ages and techniques for coping with inappropriate behavior in children. **Prerequisite:** PSYC 101. **Three hours per week with enhancement.**

334. PSYCHOLOGY OF WOMEN
4 hours credit
Scientific study of the psychological experience and functioning of women. Topics include gender roles, work, relationships, childbirth, physical health, eating disorders and sexual victimization. **Prerequisite:** PSYC 101. **Three hours per week with enhancement.**

336. PSYCHOLOGY OF MEN
4 hours credit
Study of the psychological effects of the cultural roles assigned to males and of the impact of the transitions confronting men in the roles they assume. **Prerequisite:** PSYC 101. **Three hours per week with enhancement.**

360. CLINICAL/COUNSELING PSYCHOLOGY
4 hours credit
Introduction to methods, techniques and theories in the practice of clinical/counseling psychology in a variety of settings. Current problems and issues confronting clinical and counseling psychologists are investigated. **Prerequisite:** PSYC 101. **Three hours per week with enhancement.**

375. PSYCHOLOGY AND THE LAW
4 hours credit
Focuses on the contribution of psychological theories on the legal system and the increasing use of mental health professionals in this system. Topics to be covered include a variety of issues related to ways the fields of psychology and legal studies intersect, including examining theories of crime, stages of the trial process, police training, judge and jury decision making, use of expert witnesses, the insanity defense, witness reliability and crime victims. **Prerequisite:** PSYC 101, junior or senior status is suggested. **Three hours per week with enhancement.**

401. PHYSIOLOGICAL PSYCHOLOGY
4 hours credit
Presentation of advanced topics on physiological psychology including the morphological, neurochemical and physiological bases of behavior. **Prerequisites:** PSYC 301. **Three hours per week with enhancement.**

402. CHILDHOOD DISORDERS
4 hours credit
A developmental study of behavior problems in children and adolescents, ranging from mild personality disorders to psychoses. Special consideration is given to identification of risk factors related to physiological, cognitive, affective and social influences on behavior. Course focuses on description, etiology and treatment of childhood disorders. **Prerequisite:** PSYC 101. **Three hours per week with enhancement.**

403. MEASUREMENT AND EVALUATION IN PSYCHOLOGY
4 hours credit
Coverage of correlational techniques, reliability and validity. Psychological tests and questionnaires considered in terms of their measurement assumptions and utility. **Prerequisite:** PSYC 220 or permission of instructor. **Three hours per week with enhancement.**

406. PSYCHOLOGY OF ATTITUDES AND ATTITUDE CHANGE
4 hours credit
Concerned with how attitudes are formed, measured and changed. Emphasis on the classical theories and new approaches to attitude formulation and change. **Prerequisite:** PSYC 306 or permission of instructor. **Three hours per week with enhancement.**

407. PSYCHOLOGY OF PERSONALITY
4 hours credit
Survey of major theoretical approaches to the origin and development of human personality. **Prerequisite:** PSYC 101. **Three hours per week with enhancement.**

408. HISTORY AND SYSTEMS IN PSYCHOLOGY
4 hours credit
Study of basic integrating theories of psychology. **Prerequisites:** PSYC 101, junior standing. **Three hours per week with enhancement.**

409. ENVIRONMENTAL PSYCHOLOGY
4 hours credit
Study of the effects of the constructed environment and natural environment on human behavior. Consideration is given to such topics as ambient temperature, architecture, density, crowding, urban stress, environment attitudes and behavior change. **Prerequisite:** PSYC 101. **Three hours per week with enhancement.**

410. MULTICULTURAL ISSUES
4 hours credit
A study of the psychological impact of major cultural groups on the behavior, attitudes, thoughts and beliefs of individuals. **Prerequisites:** PSYC 101 and junior status. **Three hours per week with enhancement.**

412. PSYCHOLOGY OF RELIGION
4 hours credit
Provides a psychological perspective of religion and spirituality by focusing on empirical findings regarding the behavior

and cognitive processes of individuals engaged in religious and spiritual activities. Explores religion psychologically by asking questions to which theory and research can be applied in pursuit of answers. **Prerequisites:** PSYC 101. **Three hours per week with enhancement.**

423. DEVELOPMENTAL DISABILITIES
4 hours credit
Study of children who vary from the norm, including those with physical disabilities, mental disabilities and socio-emotional disturbances. **Prerequisite:** PSYC 320. **Three hours per week with enhancement.**

430. APPLIED BEHAVIOR ANALYSIS
4 hours credit
Provides both a theoretical and data driven approach to behavioral engineering in the areas of industry, sports, education and behavior change in the areas covered under clinical psychology. **Prerequisite:** PSYC 101. **Three hours per week with enhancement.**

445. COGNITIVE PSYCHOLOGY
4 hours credit
Study of human cognitive processing. Topics include perception, attention, memory, problem solving, language, reasoning and decision making. **Prerequisite:** PSYC 101. **Three hours per week with enhancement.**

446. FUNDAMENTALS OF HUMAN NEUROPSYCHOLOGY
4 hours credit
Introduction to brain/behavior relationships with emphasis on patients with known brain damage. Examines types of brain damage, related loss of function, neuropsychological assessment and course of recovery. **Prerequisites:** PSYC 301, junior status. **Three hours per week with enhancement.**

450. SENSATION AND PERCEPTION
4 hours credit
Study of human sensory and perceptual systems with emphasis on vision. Perception treated from a physiological, behavioral and cognitive point of view. **Prerequisites:** PSYC 301. **Three hours per week with enhancement.**

481. HEALTH PSYCHOLOGY/ BEHAVIORAL MEDICINE
4 hours credit
A scientific, research-based examination of the ways in which psychological factors may relate to physical health and disease, including behavioral and emotional protective and risk factors for disease from a biopsychosocial perspective. Students will explore the psychological consequences of physical disease and disability, as well as common intervention approaches within clinical health psychology and behavioral medicine. Designed for psychology majors and students in the health sciences who have an understanding of basic psychological principles. **Prerequisite:** PSYC 101, junior or senior status is suggested. **Three hours per week with enhancement.**

482. NATURE-NURTURE ISSUES
4 hours credit
A critical review and analysis of the classic argument involving influences on developmental outcomes. Questions of trait origin and consistency will be discussed. Students will read primary articles and texts covering diverse perspectives on the role of genes and the environment. Some of the concepts to be covered include: determinism, dynamic systems theory, epigenesis, genotype-phenotype, heritability, interactionism, ontogeny and phylogeny, reductionism, and stability versus variability. **Prerequisites:** PSYC 101 and junior status. **Three hours per week with enhancement.**

483. AUTISM SPECTRUM DISORDERS
4 hours credit
Offers an in-depth look at Autism Spectrum Disorders through primary readings on historical perspective, clinical presentation, assessment, etiology, treatment, and comparison to typical development during infancy and toddlerhood. **Prerequisites:** PSYC 101 or 320. **Three hours per week with enhancement.**

485. PSYCHOLOGY PRACTICUM
3-4 hours credit
Provides psychology majors with training experience in a variety of clinical settings. Students may earn no more than six hours in undergraduate practicum courses. **Prerequisites:** Junior psychology majors only and permission of instructor. **Minimum of two hours per week supervision, eight hours per week of field work.** *(P/F with pass equivalent to C or better.)*

490. INDIVIDUAL DIRECTED STUDY
1-4 hours credit
Enables advanced students to pursue, through observation, experimentation or library research, a topic of their choosing. May be repeated for a maximum of eight credits. **Prerequisite:** Permission of instructor.

495. SELECTED TOPICS IN PSYCHOLOGY
4 hours credit
Intensive study in a psychological therapeutic technique, person, developmental period or theory. May be repeated in different areas of study for a maximum of eight hours credit. **Prerequisite:** PSYC 101. **Three hours per week with enhancement.**

497. RESEARCH IN PSYCHOLOGY
4 hours credit
Designed to introduce students to independent, original inquiry in questions of and mental processing using the scientific method. The course requires literature review, development of a hypothesis, selection of an appropriate research method, data collection and analysis, and research report writing under the close supervision of a faculty mentor. Findings will be reported at a public, scientific forum. **Prerequisites:** PSYC 304, junior status, permission of faculty mentor. May be repeated for a maximum of eight hours credits.

RESPIRATORY THERAPY (RESP)

210. FOUNDATION STUDIES IN RESPIRATORY THERAPY
3 hours credit
Introduction to respiratory therapy with emphasis on the physiologic basis of respiratory care. Covers basic principles, procedures and practices utilized in the profession. **Three hours per week.**

300. SPECIAL TOPICS IN RESPIRATORY CARE
1-4 hours credit
Study of a selected area of respiratory care. Topic may vary semester to semester. Provides opportunity for curriculum innovation or meeting the special needs or interests of students. May be taken twice for credit under different subtitles. **Prerequisite:** Sophomore standing or permission of instructor.

301. PATIENT CARE PROCEDURES
4 hours credit
Introduction to basic respiratory therapy procedures commonly utilized in providing patient care. Opportunity for practicing selected skills provided in the respiratory care laboratory. **Prerequisites:** Junior status, completion of General Education requirements, or permission of instructor. **Corequisites:** RESP 302, 303. **Three hours lecture, two hours laboratory per week.**

302. BASIC RESPIRATORY PROCEDURES/ CLINICAL PRACTICUM
5 hours credit
Provides basic skills necessary for the application of medical gases, aerosol and humidity therapy, chest physiotherapy, airway management, incentive spirometry, intermittent positive pressure breathing, arterial blood gases, and cleaning and sterilization. **Prerequisite:** Permission of program director. **Supervised experience: one hour lecture, nine hours clinical practice per week.**

303. CARDIOPULMONARY PHYSIOLOGY
3 hours credit
Study of cardiopulmonary physiology with emphasis on fluid and electrolyte balance, carbon dioxide and oxygen transport, acid-base regulation and the clinical significance of each. **Prerequisite:** Permission of program director. **Three hours per week.**

304. CARDIOPULMONARY DISEASE
3 hours credit
Provides a pathophysiological presentation of cardiopulmonary disease and gives the student practitioner an understanding of disorders of cardiopulmonary structure and function as related to the clinical setting. A symptom/problem-based focus along with the development of decision trees and algorithms will assist students in understanding the pathophysiology of cardiopulmonary problems. This approach will provide the core of basic sciences and merge it with clinical subjects to reinforce learning through the acquisition of critical thinking skills based on broad, yet specific understanding of the clinical and pathologic aspects of cardiopulmonary dysfunction. **Prerequisite:** RESP 303 with C or better, or permission of instructor. **Three hours per week.**

321. ADVANCED RESPIRATORY CARE
4 hours credit
In-depth study of topics related to respiratory therapy in the critical care setting with laboratory experiences. Emphasis on mechanical ventilation, airway management, cardiopulmonary monitoring and cardiopulmonary assessment. **Three hours lecture, two hours laboratory per week.**

322. PHARMACOLOGY
3 hours credit
Investigation of pharmaceutical preparations employed in current medical practice with emphasis on those relevant to the respiratory care practitioner. **Prerequisites:** RESP 301, 302, 303 with C or better, or permission of instructor. **Three hours per week.**

323. CLINICAL PRACTICUM II
5 hours credit
Supervised clinical experience in a variety of critical and non-critical settings designed to reinforce primary skills and develop secondary skills necessary for the practice of respiratory care. **Prerequisites:** Junior standing, RESP 210, 301, 302, 303 with C or better, or permission of instructor. **Supervised experience: one hour lecture, nine hours clinical practice per week.**

400. FUNDAMENTALS OF RESPIRATORY CARE RESEARCH
2 hours credit
Introduction to the fundamentals of research related to the profession of respiratory care. The course is designed to enhance communication skills of undergraduate respiratory therapy students for the purpose of writing and presenting research related to respiratory care. **Prerequisite:** Senior status or permission of instructor. **Two hours per week.**

401. NEONATAL AND PEDIATRIC RESPIRATORY CARE
4 hours credit
Survey of current techniques employed in the respiratory treatment of children from birth through adolescence. Special attention to neonatal physiology and abnormalities requiring respiratory care and to the pulmonary significance of select childhood diseases. Certifications in Neonatal Resuscitation and Pediatric Advanced Life Support are included. **Prerequisite:** Senior standing or permission of instructor. **Three hours lecture, two hours laboratory per week.**

402. CARDIOPULMONARY DIAGNOSTICS AND REHABILITATION
4 hours credit
Study of the theory and techniques of cardiopulmonary diagnostic procedures, interpretations and clinical applications, as well as an overview of rehabilitative respiratory care techniques. **Prerequisites:** Senior standing, RESP 301, 302, 303, 304, 321, 322, 323 with C or better or permission of instructor. **Three hours lecture, three hours clinical practice per week.**

403. CLINICAL PRACTICUM III
5 hours credit
Supervised clinical experience in critical settings with special rotations through areas focusing on intensive care techniques and neonatal/pediatric respiratory care. **Prerequisites:** Senior standing, RESP 301, 302, 303, 304, 321, 322, 323 with C or better or permission of instructor. **Supervised experience: one hour lecture, nine hours clinical practice per week.**

404. MANAGEMENT PRACTICES IN HEALTH SERVICES
3 hours credit
Prepares students for managerial challenges encountered by leaders and the health care practitioners in health service organizations. Topics include managerial theory, personnel interviewing, selection and maintenance, quality control, audits and budget preparation. **Prerequisite:** Senior standing or permission of instructor. **Three hours per week.**

420. RESPIRATORY CARE SEMINAR
4 hours credit
Emphasis on the development of critical thinking skills regarding the appropriate therapy for patients receiving respiratory care. Problem-based learning, case examples, computer simulation and frequent physician input allow students to develop an enhanced understanding of the importance of appropriate respiratory care. **Prerequisites:** Senior standing, RESP 401, 402, 403, 404 with C or better or permission of instructor. **Three hours lecture, two hours laboratory per week.**

422. MANAGEMENT SPECIALIZATION
2 hours credit
Provides an in-depth study of management principles and problems as they relate to respiratory care and the management of health care services. A practical component provides experience in the hospital or other setting to gain exposure to management tasks. **Prerequisites:** Senior status; completion of RESP 400, 401, 402, 403, 404 with C or better, or permission of instructor. **One hour lecture, two hours practicum per week.**

423. EDUCATION SPECIALIZATION
2 hours credit
Designed to give the student basic fundamental knowledge of educational principles as well as experience in didactic and clinical instruction. The practical component enables students to participate in education activities that include developing instructional materials and aids for use in lecture and/or laboratory instruction. **Prerequisites.** Senior status; completion of RESP 400, 401, 402, 403, 404 with C or better, or permission of instructor. **One hour lecture, four hours practicum per week.**

424. CRITICAL CARE SPECIALIZATION
5 hours credit
Clinical experience in critical care areas designed to refine skills in patient assessment, data collection and clinical decision making. Patient rounds with cardiopulmonary specialists. **Prerequisites:** Senior standing, RESP 401, 402, 403 and 404 with C or better or permission of instructor. **Supervised experience: 10 hours per week.**

425. DIAGNOSTICS SPECIALIZATION
4 hours credit
Emphasis on sophisticated cardiopulmonary monitoring including airway assessment, ECG analysis, arrhythmia identification and therapeutic management of a patient in respiratory or cardiac arrest. Advanced Cardiac Life Support certification offered. **Prerequisites:** Senior standing, RESP 401, 402, 403, 404 with C or better or permission of instructor. **Three hours lecture, two hours laboratory per week.**

458. CRITICAL CARE: A MULTI-PROFESSIONAL APPROACH
3 hours credit
Introduces students to collaborative critical care practice. Prepares students interested in critical care clinical practice to recognize and categorize causes of sudden deterioration of the critically ill patient. Teaches appropriate treatment and interventions for the deteriorating critically ill patient. **Prerequisites:** Admission to nursing or respiratory therapy major; Nursing: NURS 310, 311, 350, 351 with C or better; Respiratory Therapy: Senior status with successful completion of all junior-level courses and concurrent enrollment in all senior-level coursework; or permission of instructor. Cross-listed with NURS 458. **Three hours per week.**

490. INDEPENDENT STUDY
1-3 hours credit
Intensive study in a specific area of respiratory care negotiated between student and faculty member. May be taken twice under different course subtitles. **Prerequisite:** Permission of program director. **One to three hours per week.**

RUSSIAN (RUSS)

101. ELEMENTARY RUSSIAN I
4 hours credit
Beginning spoken and written Russian with emphasis on the alphabet, sound system, basic structures of the language and contemporary culture. Any student with two or more years of high school Russian or equivalent experience is ineligible for this course without expressed permission of the instructor. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

102. ELEMENTARY RUSSIAN II
4 hours credit
Continued development of listening, speaking, reading and writing in Russian with further study of major grammatical structures and contemporary culture. **Recommended Prerequisite:** RUSS 101 or at least one year of high school Russian. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

201. INTERMEDIATE RUSSIAN
4 hours credit
Continued development and refinement of language skills as well as exposure to contemporary culture. **Recommended Prerequisite:** RUSS 102 or at least two years of high school Russian. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

SOCIAL SCIENCE (SOSC)

300. SOCIAL SCIENCE INTERN PROGRAM
3 hours credit
Work study program with the primary emphasis on practical experiences to be learned while working with a governmental or community agency on the local, state or national level. **Prerequisites:** Junior or senior class standing with a major in history, political science, sociology or social science and approval of directors.

400. CURRENT PROBLEMS
3 hours credit
Study made of either general or special topics of our times, considered from the historic aspect and the present social and cultural setting in which they occur. **Three hours per week.**

499. HONORS
3 hours credit
Independent study, research and conferences undertaken by social science majors for department honors at the invitation of the department. May not be taken on a pass/no credit basis. **Prerequisites:** Approval of department, 21 hours of work in social science completed, minimum 3.5 average in social sciences.

SOCIAL WORK (SOWK)

200. INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE
3 hours credit
Introduction to social work as a profession. Examination of the social welfare system as society's response to human need and structure for delivery of social services. Overview of fields of social welfare service and social work roles in each field. Twenty-five hours of volunteer service in a social agency required. **Three hours per week.**

300. HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I
3 hours credit
Examines the individual, family and peer group in the context of social systems using a bio-psycho-social-cultural-spiritual perspective. Explores human development through the lifespan. Presents theories which explain human behavior and inform social work practices. Focuses on privilege, oppression, prejudice and discrimination. Develops foundation assessment skills. **Prerequisites:** SOWK 200, BIOL 101 or 215 or 216, SOCI 101, PSYC 101, or permission of instructor. **Three hours per week.**

302. HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II
3 hours credit
Examines the development of communities and organizations as social systems. Reflects social work's unique integration of theories drawn from sociology, psychology, biology, anthropology and economics to understand the multiple influences on behavior. Macro-sociological theories for critical analyses of society, communities, social institutions and social organizations are presented. Human behavior as affected by race, class, gender, age and sexual orientation is the main component. Develops macro-assessment skills. **Prerequisites:** SOWK 200, 300 or permission of instructor. **Three hours per week.**

305. SOCIAL WELFARE POLICY
3 hours credit
Historical and analytical overview of social welfare policy in the United States. Selective examination of contemporary programs and services; analysis of policies; issues and problems; evaluation of programs and services for effectiveness. **Prerequisite:** SOWK 200 or permission of instructor. **Three hours per week.**

310. BASIC INTERVIEWING: SKILLS AND TECHNIQUES
3 hours credit
Develop basic interviewing skills for assessing, goal setting and intervention for use in home service and social work settings. Emphasis on skill application with diverse populations and student exploration of personal values and belief systems. **Prerequisite:** Junior standing. **Three hours per week.** *(Fall only)*

320. SOCIAL WORK PRACTICE I
3 hours credit
First of three practice courses preparing students for a generalist approach to social work practice. Emphasis on knowledge, values, ethics and skills needed to develop effective helping relationships. Includes basic theories for intervention with focus on micro level problem solving and basic interview skills. **Prerequisites:** SOWK 200, 300, 310. **Three hours per week.** *(Spring only)*

350. SOCIAL WORK WITH OLDER PEOPLE
3 hours credit
Study of older Americans and of the programs and policies designed to support them. Review of social work practice skills in providing direct service to older people. **Prerequisite:** SOWK 200 or permission of instructor. **Three hours per week.**

400. SOCIAL WORK PRACTICE II
3 hours credit
Second of three practice courses preparing students for a generalist approach to social work practice. Expands basic knowledge, values, ethics and skills, with emphasis on mezzo level problem solving. Includes theories and techniques for planning, assessment, intervention, evaluation and advocacy for families, treatment groups and task groups. **Prerequisites:** SOWK 320, admission to the professional program. **Corequisites:** SOWK 405, 406, 416. **Three hours per week.** *(Fall only)*

410. SOCIAL WORK PRACTICE III
3 hours credit
Third of three practice courses preparing students for a generalist approach to social work. Expands basic knowledge, values, ethics and skills, with emphasis on macro level problem solving and policy advocacy. **Prerequisite:** SOWK 400, 405, 406, 416. **Corequisites:** SOWK 421, 417. **Three hours per week.** *(Spring only)*

416. SOCIAL WORK RESEARCH I
3 hours credit
The first of two courses in social work and evaluation research. Emphasis on understanding the development and use of scientific knowledge and the application of that knowledge to evaluate social work interventions and program evaluation. Special attention may be given to applied research methodologies to enhance the student's use of evidence-based social work knowledge and skills. May be repeated only once. **Prerequisite:** Senior standing. **Corequisites:** SOWK 400, 420. **Three hours per week.**

417. SOCIAL WORK RESEARCH II
3 hours credit
The second of two courses focused on the basic concepts and methods of scientific inquiry used to build knowledge and evaluate practice. Builds and expands upon material covered in Social Work Research I. Topics include an introduction to program evaluation, single-subject designs, data analysis, descriptive and inferential statistics, presentation of data, report writing and application of findings to practice. Special attention is given to applied research methodologies that will enhance the student's use of evidence-based interventions. May be repeated only once with permission of the department. **Prerequisites:** SOWK 416. **Corequisites:** SOWK 410, 421. **Three hours per week.**

420. FIELD INSTRUCTION IN SOCIAL WORK I
4 hours credit
Supervised experience in a social welfare agency with emphasis on methods and techniques of generalist social work practice. Opportunity to apply theory and develop skills in delivery of social services. Successful completion of the two-course sequence requires a student to fulfill a minimum of 440 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters. **Prerequisites:** SOWK 302, 320, admission to the professional program. **Corequisites:** SOWK 400, 416. **Two working days per week.**

421. FIELD INSTRUCTION IN SOCIAL WORK II
4 hours credit
Supervised experience in a social welfare agency with emphasis on methods and techniques of generalist social work practice. Opportunity to apply theory and develop skills in delivery of social services. Successful completion of the two-course sequence requires a student to fulfill a minimum of 440 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters. **Prerequisites:** SOWK 400, 416, 420. **Corequisites:** SOWK 410 417. **Two working days per week.**

450. SOCIAL WORK WITH FAMILIES AND CHILDREN
3 hours credit
Survey of child welfare services and examination of current policies in social work for children and their families. Consideration of practice issues in protective services, in-home services to families and substitute care including adoption and foster care. **Prerequisite:** SOWK 200 or permission of instructor. **Three hours per week.**

455. SUBSTANCE ABUSE: ISSUES AND SERVICES
3 hours credit
Study of alcohol and drug abuse. Topics include theoretical perspectives on abuse, pharmacological characteristics of commonly abused substances, and stages of dependence and addiction. Overview of societal response to substance abuse including law enforcement, treatment, rehabilitation and prevention. **Three hours per week.**

460. SOCIAL WORK IN CORRECTIONS
3 hours credit
Social work interventions in a variety of correctional settings. Focuses on professional role in court and correctional procedures within institutional and community-based programs. **Three hours per week.**

465. SOCIAL WORK IN HEALTH CARE
3 hours credit
Explores the role of social work practice in various health care settings. Emphasis on the changing concepts of health and illness. Evaluates the nature of health care organizations, funding mechanisms and ethical dilemmas in social work health care. **Three hours per week.**

470. SOCIAL WORK IN MENTAL HEALTH
3 hours credit
Investigates the role of the social work profession within the mental health delivery system utilizing a generalist social work approach. Social work and mental health concepts, policies, research methods and program development examined in social service agencies, community mental health facilities and institutional accommodations. **Three hours per week.**

475. SOCIAL WORK WITH PERSONS WHO HAVE DISABILITIES
3 hours credit
Overview of physical, social and emotional implications of disabilities within the context of generalist social work practice. Topics include sensitivity to discrimination in society, laws and services available, and personal and family adjustment to disability. **Three hours per week.**

480. SOCIAL WORK AND DISASTER MENTAL HEALTH
3 hours credit
Begin to develop generalist knowledge and skills applicable to crisis intervention and disaster mental health practice and response. **Prerequisite:** Junior or senior status or permission of instructor. **Three hours per week.**

481. TEEN ANGST: UNDERSTANDING ADOLESCENT HEALTH AND MENTAL HEALTH
3 hours credit
Examine trends in adolescent mental health and risk-taking behavior, from both social work and public health perspectives. Risk and protective factors, as well as prevention and intervention techniques, are explored. **Prerequisite:** Junior or senior status or permission of instructor. **Three hours per week.**

482. DEATH AND DYING AND SOCIAL WORK
3 hours credit
Introduction to the history, theoretical concepts, cultural traditions and clinical interventions related to the field of death and dying and how it pertains to social work. Traditional as well as contemporary models are explored. **Prerequisite:** Junior or senior status or permission of instructor. **Three hours per week.**

483. SOCIAL WORK PRACTICE IN RURAL ENVIRONMENTS
3 hours credit
Explore the unique problems and social needs of non-urban areas, particularly small towns and rural communities. Comprehend the social structure of such communities as well as the challenges of living in such areas, such as lack of, or remoteness of, resources, poverty and the need to seek alternative interventions to work with the client populations. **Prerequisite:** Junior or senior status or permission of instructor. **Three hours per week.**

484. SOCIAL WORK AND THE LAW
3 hours credit
Study of social welfare, family, consumer law and the legal authority of social agencies to make regulations. Guidelines for court testimony and rules of evidence presented. **Three hours per week.**

486. SOCIAL WORK WITH LGBTQ PERSONS
3 hours credit
Provides the foundation knowledge needed for generalist practice with Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) persons. Explore the lived experiences of LGBTQ persons in the U.S. across the lifespan and address some of the key social problems faced by this population. Explore the heterogeneity of LGBTQ lives across cultural, class, age, race, ethnic, religious and political cohorts and communities. Assume a strengths-based affirmative model of social work practice with sexual minorities. **Prerequisite:** ENGL 103. **Three hours per week.**

487. SOCIAL WORK IN THE SCHOOLS
3 hours credit
Provides an integrated view of school social work, using a framework of policy and practice. A major focus is on the topics critical to school social work, including at-risk youth, school reform, school violence, multiculturalism, and roles of school social workers within expanded mental health and school-linked services. Draws on systems and strengths perspectives within the context of working with individuals, families, groups, organizations and communities. **Prerequisite:** Junior or senior status preferred or permission of instructor. **Three hours per week.**

490. INDIVIDUAL DIRECTED STUDY
1-3 hours credit
Enables advanced students to pursue topics of their own choosing with the guidance and supervision of the faculty. Should not duplicate any course already offered by the department. **Prerequisite:** Senior standing.

499. SPECIAL TOPICS
1-3 hours credit
Provides opportunities for investigating special themes or issues of interest to students and the social work profession. May be repeated once under a different subtitle. **Prerequisite:** SOWK 200 or permission of instructor. **Three hours per week.**

550. SOCIAL WORK WITH FAMILIES AND CHILDREN
3 hours credit
Survey of child welfare services and examination of current policies in social work for children and their families. Consideration of practice issues in protective services, in-home services to families and substitute care including adoption and foster care. **Three hours per week.**

555. SUBSTANCE ABUSE: ISSUES AND SERVICES
3 hours credit
Study of alcohol and drug abuse. Topics include theoretical perspectives on abuse, pharmacological characteristics of commonly abused substances, and stages of dependence and addiction. Overview of societal response to substance abuse including law enforcement, treatment, rehabilitation and prevention. **Three hours per week.**

560. SOCIAL WORK IN CORRECTIONS
3 hours credit
Social work interventions in a variety of correctional settings. Focuses on professional role in court and correctional procedures within institutional and community-based programs. **Three hours per week.**

565. SOCIAL WORK IN HEALTH CARE
3 hours credit
Explores the role of social work practice in various health care settings. Emphasis on the changing concepts of health and illness. Evaluates the nature of health care organizations, funding mechanisms and ethical dilemmas in social work health care. **Three hours per week.**

570. SOCIAL WORK IN MENTAL HEALTH
3 hours credit
Investigates the role of the social work profession within the mental health delivery system utilizing a generalist social work approach. Social work and mental health concepts, policies, research methods and program development examined in social service agencies, community mental health facilities and institutional accommodations. **Three hours per week.**

575. SOCIAL WORK WITH PERSONS WHO HAVE DISABILITIES
3 hours credit
Overview of physical, social and emotional implications of disabilities within the context of generalist social work practice. Topics include sensitivity to discrimination in society, laws and services available, and personal and family adjustment to disability. **Three hours per week.**

584. SOCIAL WORK AND THE LAW
3 hours credit
Study of social welfare, family, consumer law and the legal authority of social agencies to make regulations. Guidelines for court testimony and rules of evidence presented. **Three hours per week.**

599. SPECIAL TOPICS
1-3 hours credit
Provides opportunities for investigating special themes or issues of interest to students and the social work profession. May be repeated once under a different subtitle. **Three hours per week.**

602. ETHICAL FOUNDATION OF SOCIAL WORK
3 hours credit
Focuses on the ethical issues in social work practice including a theoretical framework and ethical problem-solving model to systematically evaluate values and resolve ethical dilemmas found in social work practice. Provides tools and methodologies for reflection and analysis. **Prerequisite:** Concentration Status or permission of department. **Three hours per week.**

605. SOCIAL WELFARE POLICY: FOUNDATIONS AND STRUCTURE
3 hours credit
Emphasis on social welfare as an institution, social work as a profession and both history and philosophy of social welfare as they have evolved and introduces the student to policy analysis. **Prerequisite:** For graduate study only. **Three hours per week.**

610. THEORETICAL ANALYSIS OF BEHAVIOR I
3 hours credit
Focuses on the individual, family and peer group as a social system, and assessment using a bio-psycho-social-cultural-spiritual perspective. Explores human development through the lifespan. Presents analysis of several theories which explain human behavior and inform social work practice. Focus on privilege, oppression, prejudice and discrimination. Develops foundation assessment skills. **Prerequisite:** For graduate study only. **Three hours per week.**

616. SOCIAL WORK RESEARCH I
3 hours credit
The first of two courses in social work and evaluation research. Emphasis on understanding the development and use of scientific knowledge and the application of that knowledge to evaluate social work interventions and program evaluation. Special attention is given to applied research methodologies to enhance the student's use of evidence-based social work knowledge and skills. May be repeated only once. **Prerequisite:** Foundation Status. **Corequisites:** SOWK 640 or permission of the department. **Three hours per week.**

617. SOCIAL WORK RESEARCH II
3 hours credit
The second of two courses focused on the basic concepts and methods of scientific inquiry used to build knowledge and evaluate practice. Builds and expands upon material covered in Social Work Research I. Topics include an introduction to program evaluation, single-subject designs, data analysis, descriptive and inferential statistics, presentation of data and report writing, and application of findings to practice. Special attention is given to applied research methodologies that will enhance the student's use of evidence-based interventions. May be repeated only once with permission of the department. **Prerequisites:** SOWK 616. **Corequisite:** SOWK 645 or permission of the department. **Three hours per week.**

620. SOCIAL WORK PRACTICE I
3 hours credit
Emphasizes a generalist social work perspective for the mastery of practice theory and the development of engagement, assessment, intervention and evaluation skills related to social work practice with individuals and families. **Prerequisite:** For graduate study only. **Three hours per week.**

622. SOCIAL WORK PRACTICE II
3 hours credit
Second of three practice courses preparing students for a generalist approach to social work practice. Expands basic knowledge, values, ethics and skills, with emphasis on mezzo level problem solving. Includes theories and techniques for planning, assessment and advocacy for family and small group interventions. **Prerequisites:** SOWK 620. **Three hours per week.**

623. SOCIAL WORK PRACTICE III
3 hours credit
Third of three practice courses preparing students for a generalist approach to social work. Expands basic knowledge, values, ethics and skills, with emphasis on macro level problem solving. Includes theories and techniques needed for practice within an organization and/or community context. **Prerequisites:** SOWK 620. **Prerequisite/Corequisite** 622. **Three hours per week.**

630. THEORETICAL ANALYSIS OF BEHAVIOR II
3 hours credit
Examines the development of communities and organizations as social systems. Human behaviors as affected by race, class, gender, age and sexual orientation are a main component. Reflects social work's unique integration of theories drawn from sociology, psychology, biology, anthropology and economics to understand the multiple influences on behavior. Macro sociological theories for critical analyses of society, communities, social institutions and social organizations are presented. Develops macro assessment skills. **Prerequisite:** SOWK 610 or permission of department. **Three hours per week.**

640. FIELD INSTRUCTION I
3 hours credit
The first of a two-semester (fall/spring) sequence of supervised experience in the delivery of social services where students are required to participate in an agency-based field practicum for two days a week under the supervision of an agency-based field instructor with an M.S.W. Successful completion of the two-course sequence requires a student to fulfill a minimum of 490 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters. **Prerequisites or Corequisites:** SOWK 620, admission to graduate social work program. **Corequisites:** SOWK 616. **Two working days per week. A seminar with small group discussions on field experiences with related written assignments and activities conducted concurrently.**

645. FIELD INSTRUCTION II
3 hours credit
The second of a two-semester (fall/spring) sequence of supervised experience in the delivery of social services, in the same agency students entered in SOWK 640, where students are required to continue an agency-based field practicum for two days a week under the supervision of an agency-based field instructor with a M.S.W. Successful completion of the two-course sequence requires a student to fulfill a minimum of 490 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters. **Prerequisites:** SOWK 616, 640. **Prerequisites or Corequisites:** SOWK 617, 622, 623. **Two working days per week. A seminar with small group discussions on field experiences with related written assignments and activities conducted concurrently.**

650. ADVANCED PRACTICE WITH INDIVIDUALS
3 hours credit
Familiarizes the practitioner with strengths assessment, standardized diagnostic criteria and other processes used within the field to categorize behavior. Utilizes concepts of mental health, tying an accurate assessment to a specific intervention plan. Specific assessment techniques, including

formal and informal mental status examinations, global assessment of functioning techniques and diagnostic assessment using the Diagnostic and Statistical Manual (DSM)-TR are explored. Emphasis on advanced interview skill techniques. **Prerequisite:** Concentration Status or permission of department. **Corequisite:** SOWK 665. **Three hours per week.**

653. SUBSTANCE ABUSE ASSESSMENT AND INTERVENTION
3 hours credit
Provides a comprehensive introduction to the recognition, assessment and intervention with persons who abuse substances. Attention is directed to the interactive effects of substance abuse on abusers, on other persons in the abusers' lives and on society. Other topics explored in the course will include: models of chemical dependency, the dually-diagnosed client, and the comparison and contrast of selected models of intervention. **Prerequisite:** Concentration Status or permission of department. **Three hours per week.**

654. PSYCHOPATHOLOGY
3 hours credit
Provides extensive knowledge of the major forms of mental illness and its treatment. Develops competence in multi-axial assessment by mastering the accepted diagnostic code, DSM-IV TR. Provides skills in development of appropriate and contemporary treatment plans. Explores the factors associated with mental illness such as age, race, ethnicity and gender. **Prerequisites:** Concentration Status or permission of department. **Three hours per week.**

655. EVALUATION OF SOCIAL WORK PRACTICE
3 hours credit
The study of practice-outcome research, single-case designs and program evaluation in social work. Student is familiarized with appropriate recording and measurement instruments with individuals, groups and families. **Prerequisite:** SOWK 650 or permission of department. **Corequisite:** SOWK 685. **Three hours per week.**

660. ADVANCED PRACTICE WITH FAMILIES
3 hours credit
Builds upon theoretical perspectives and practice skills from both foundation-level and advanced-level curriculum. The course compares, evaluates and presents practice skills from the major models of family therapy. Course content focuses upon applied family interventions in social work practice. **Prerequisite:** SOWK 650 or permission of department. **Three hours per week.**

663. SUPERVISION AND ADMINISTRATION
3 hours credit
Introduces advanced-level students to supervision and administration in the human services. Students are introduced to the historical development of supervision in social work. Students will learn to apply knowledge of three primary supervisory functions: administration, education and support of supervisees. Additionally, students will focus on organizational theory as it provides a foundation to models of social work/welfare administration within social welfare delivery systems. **Prerequisite:** Concentration Status. **Three hours per week.**

665. FIELD INSTRUCTION III
4 hours credit
The first of a two-semester (fall/spring) sequence of supervised advanced field practicum experience in the delivery of social services where students are required to participate in an agency-based field practicum for three days per week under the supervision of an agency-based field instructor with an M.S.W. Successful completion of the two-course sequence requires a student to fulfill a minimum of 744 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters. **Prerequisite:** Concentration Status. **Corequisite:** SOWK 650. **Three working days per week. A seminar with small group discussions on field experiences with related written assignments and activities conducted concurrently.**

677. CHILD WELFARE
3 hours credit
Designed to prepare advanced-level students to be child welfare practitioners able to move beyond the protective focus to practice applications of prevention and change. The curriculum includes knowledge about human services for children, the values and philosophy of family preservation, trends in social welfare policy impacting children and their families, and the effects of gender, race and ethnicity on social work practice with children. **Prerequisite:** Concentration Status or permission of department. **Three hours per week.**

680. ADVANCED PRACTICE WITH GROUPS
3 hours credit
Builds upon theoretical perspectives from human behavior and the social environment, knowledge and skills from foundation-level practice courses, and theory and skills from the advanced theory and practice course. The course familiarizes the practitioner with the concept of the group as therapeutic communities with curative factors. **Prerequisite:** SOWK 650 or permission of department. **Three hours per week.**

685. FIELD INSTRUCTION IV
4 hours credit
The second of a two-semester (fall/spring) sequence of supervised advanced field practicum experience in the delivery of social services where students are required to continue to work three days a week the same social welfare agency the student entered in SOWK 665 under the supervision of an agency-based field instructor with an M.S.W. Successful completion of the two-course sequence requires a student to fulfill a minimum of 744 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters. **Prerequisite:** SOWK 665. **Corequisite:** SOWK 655. **Three working days per week. A seminar with small group discussions on field experiences with related written assignments and activities conducted concurrently.**

690. INDIVIDUAL DIRECTED STUDY
1-3 hours credit
Enables students to pursue topics of their own choosing with the guidance and supervision of the faculty. Should not duplicate any course already offered by the department. **Prerequisites:** Graduate status. **One to three hours per week.**

SOCIOLOGY (SOCI)

101. INTRODUCTION TO SOCIOLOGY
4 hours credit
Identification and analysis of basic concepts of sociology; study of inter-relatedness of structures, systems and institutions, and of the social processes by which society evolves. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

201. SOCIAL PROBLEMS
4 hours credit
Analysis of selected social problems in contemporary society. Emphasis on sociological understanding of the processes by which social problems are defined. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

210. INTRODUCTION TO GLOBAL SOCIOLOGY
4 hours credit
An introduction to global sociology, an increasingly popular area in sociology. Topics such as globalization, the international division of labor and international inequality will be examined and discussed. A group of broad-based macro-level theories will assist in the analysis of global social issues such as world hunger, worldwide peace, indigenous populations, sustainable development and pollution. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

220. THE FAMILY
4 hours credit
Examines of the diversity of families in the U.S. Study of the demographic trends in family formations, marital arrangements, parenting and childbearing, and such controversial issues as unmarried couples, alternative families, abortion, surrogacy and violence in families. May not receive credit for both SOCI 316 and SOCI 220. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

225. SOCIOLOGY OF CONFLICT AND NONVIOLENCE
4 hours credit
Seeks answers to questions about why humans use violence to resolve conflict and what social forces produce conflict in the family, ethnic and racial groups, economic groups and nation states. Explores nature and practice of nonviolent conflict resolution. Cross-listed with CADR 225. May not receive credit for both CADR 225 and SOCI 225. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

250. RACE RELATIONS IN GLOBAL PERSPECTIVE
4 hours credit
Explores the socio-history of diasporas and race relations in global perspective. Several broad-based macro-level theories will facilitate the exploration of the world's major diasporas in the last 500 years. Reviews and examines the socio-historical connections between these diasporas and today's race relations in conjunction with the development of global capitalism. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

301. STUDIES IN SOCIOLOGY
4 hours credit
Selected areas in varied subfields of sociology. May be repeated under different subtitles. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

304. SOCIAL INEQUALITY
4 hours credit
Analysis of the variety of class and rank structures found in both past and contemporary societies. Special attention focused on the determinants of social class as well as the related issues of social mobility and changes in class position of both individuals and groups. Additional emphasis on identifying both attitudinal and behavioral consequences of class position. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

305. SOCIOLOGY OF LAW
4 hours credit
Study of formal legal statements as communications both reflecting and influencing life in society. Selected examples of the conflict between legality and social reality, with attention to both substantive and procedural issues of law; consideration of possible solutions. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

313. CRIMINOLOGY AND PENOLOGY
4 hours credit
Consideration of crime and delinquency as forms of deviant behavior; examination of social causes, social reactions and applicable sociological theories. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

314. SOCIOLOGY OF GENDER
4 hours credit
Study and analysis of the institutional and cultural bases of gender roles, gender socialization, gender inequality, gender movements and gender role change. May not receive credit for both SOCI 216 and SOCI 314. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

318. SOCIOLOGY OF RELIGION
4 hours credit
Examination of humanity's quest for religious meaning as a social activity with social consequences. Considers the place of religion in different kinds of societies, past, present and future. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

319. GLOBALIZATION AND SOCIAL CHANGE
4 hours credit
Explores social change on a global scale and examines sociocultural factors driving economic, social and cultural globalization. This course is a critical evaluation of policies intended to promote globalization as well as effects of social practices that facilitate globalization. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

320. SOCIAL MOVEMENTS
4 hours credit
In-depth study of contemporary social movements, such as the Black Muslims, Gay Liberation, the Women's Movement, the aged, youth and radical right. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

321. SOCIAL RESEARCH
4 hours credit
Introduction to qualitative and quantitative social research methods. Emphasis on research design, question formulation, sampling techniques, hypothesis testing, data analysis, computer processing and practical research activity. Cross-listed with CADR 321. May not receive credit for both SOCI 321 and CADR 321. **Prerequisite:** Junior standing. **Three one-hour lectures, one two-hour laboratory per week.**

322. POPULATION STUDIES
4 hours credit
Introduction to social demography which is the study of changes in the size, composition and distribution of the world's population. Includes analysis of population dynamics and factors that drive changes in human populations as well as critical evaluation of effects of changes in human population. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

324. COMMUNITY SOCIOLOGY
4 hours credit
Investigation of communities as social systems emphasizing current directions in community research. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

325. SEXUALITY, ALTERNATIVES AND SOCIETY
4 hours credit
This course examines the social construction of sexual behavior and sexual identity in a cultural context, as well as

the relationship between physiology, gender and sexuality. Topics include: theories and history of sexuality as a social marker, social inequality and sexuality, the institutionalization of sexuality, sexual behavior, and identity formation and cross cultural practices. A major focus of the course is on lesbian, gay, bisexual, transgender and transsexual experiences. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

326. SOCIAL INTERACTION
4 hours credit
Study of human behavior as social interaction. Emphasis on symbolic communication and its relationship to the concept of self. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

329. MEDICAL SOCIOLOGY
4 hours credit
Study of social factors involved in health and illness emphasizing the institution of medicine in American society. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

331. RACIAL AND CULTURAL MINORITIES
4 hours credit
Study of ethnic differences that produce prejudice, stereotypes and discrimination and of the social processes employed by dominant and minority groups. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

334. SOCIOLOGY OF MENTAL HEALTH
4 hours credit
Study of sociocultural factors in mental health and illness emphasizing social causation and patterns of distribution. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

339. IMMIGRATION
4 hours credit
The U.S. is a nation of immigrants and recent decades have seen a large upsurge in international migration to the United States, particularly from the Western Hemisphere and Asia. Focuses on explanations for this still-emerging process, as well as its impacts and implications for: the changing demographic make-up of the country (e.g., Hispanics/Latinos as the largest minority group), the labor force and economy, receiving and sending communities, adaptation and incorporation, education and health, and politics and policy debates. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

344. COMPLEX ORGANIZATIONS
4 hours credit
Analysis of the emergence of modern bureaucratic structure, emphasizing institutionalization, patterns of authority and impact on personality. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

361. AGING AND SOCIETY
4 hours credit
Examination of the aging process from the sociological perspective. Emphasis on the position of the elderly in contemporary society and on age-roles associated with stages in the process of aging such as childhood, adolescence, adulthood and old age. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

363. WOMEN AND DEVELOPMENT
4 hours credit
Explores women's roles in processes of economic, political and social development from a global perspective with a focus on less developed countries. Provides a review of theory and analysis of women's roles in development processes through case studies examining particular effects of general trends affecting women associated with globalization and development. **Prerequisite:** Junior standing or permission of the instructor. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

390. SOCIOLOGY OF THE ENVIRONMENT
4 hours credit
Examines the environment as a social product. Uses the sociological perspective to explain how environmental problems are structurally created. Focuses on mining and forestry to illustrate how environmental degradation, disease, death and disability are produced. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

401. SPECIAL TOPICS
3 hours credit
Reserved for courses approved as experimental responses to student interest or community need. May be repeated once under a different subtitle. **Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

409. SOCIOLOGY OF EDUCATION
4 hours credit
Analysis of public education as a bureaucratic social institution, the countervailing community power structure and the professional role of the educator. **Three hours per week with enhancement. Meets General Education IIIB or IIIC (Prior to Fall 2008: IIB).**

416. INDIVIDUAL DIRECTED STUDY
1-4 hours credit
Advanced study in an area of sociology. May be repeated once under a different subtitle. **Prerequisite:** Permission of instructor who will direct the study. **Up to 12 hours per week.**

421. THEORY I, FOUNDATIONS OF SOCIOLOGICAL THEORY
4 hours credit
Analysis of the historical antecedents and contemporary profiles of sociological theory emphasizing major figures and dominant paradigms. **Prerequisite:** SOCI 101 or permission of instructor. **Three hours per week with enhancement.**

422. THEORY II, CONTEMPORARY SOCIOLOGICAL THEORY
4 hours credit
Analysis of the current state and future directions of sociological theory. **Prerequisite:** SOCI 101 or permission of instructor. **Three hours per week with enhancement.**

429. SENIOR EXPERIENCE
1 hour credit
Seminar designed to facilitate discussion about the organization and completion of research projects. This capstone experience is for students in their final year of the sociology program. **Prerequisite:** Senior standing. **One hour per week.**

495. INDEPENDENT STUDY FOR DEPARTMENT HONORS
3 hours credit
Independent study undertaken for departmental honors at the invitation of the department. **Prerequisites:** Approval of chair, permission of instructor who will direct the study.

497. UNDERGRADUATE RESEARCH
4 hours credit
Applies social research methods to a specific research project which includes hypothesis formulation, research design, data collection, data analysis and a presentation in some public forum. **Prerequisite:** CADR/SOCI 321 or permission of instructor. **Three hours per week with enhancement.**

498. INTERNSHIP IN SOCIOLOGY
1-4 hours credit
Provides students practical experience in addressing selected social issues in a public or private sector community organization. Field notes, periodic meetings with instructor, and typed reports analyzing an experience and a social issue are required. A maximum of four credits may be applied toward the sociology major. May be repeated once under a different community organization. Repeatable once to a maximum of eight credits. **Prerequisites:** SOCI 101 or 201, junior standing, permission of the instructor. **Up to 12 hours per week.**

501. SPECIAL TOPICS
3 hours credit
Reserved for courses approved as experimental responses to student interest or community need. May be repeated once under a different subtitle.

509. SOCIOLOGY OF EDUCATION
3 hours credit
Analysis of public education as a bureaucratic social institution, the countervailing community power structure and the professional role of the educator. **Three hours per week.**

516. INDIVIDUAL DIRECTED STUDY
3 hours credit
Intensive study in a specific area of sociology agreed upon by student and faculty. May be repeated once under a different subtitle. **Prerequisites:** Six hours in sociology, a concentration in sociology and permission of instructor who will direct the study.

521. THEORY I, FOUNDATIONS OF SOCIOLOGICAL THEORY
3 hours credit
Analysis of the historical antecedents and contemporary profiles of sociological theory emphasizing major figures and dominant paradigms. **Prerequisite:** SOCI 101 or permission of instructor. **Three hours per week.**

522. THEORY II, CONTEMPORARY SOCIOLOGICAL THEORY
3 hours credit
Analysis of the current state and future directions of sociological theory. **Prerequisite:** SOCI 101 or permission of instructor. **Three hours per week.**

SPANISH (SPAN)

101. ELEMENTARY SPANISH I
4 hours credit
Beginning spoken and written Spanish with emphasis on the sound system and the basic structures of the language. Any student with two or more years of high school Spanish or equivalent experience is ineligible for this course without expressed permission of the instructor. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

102. ELEMENTARY SPANISH II
4 hours credit
Continued skill development in spoken and written Spanish with further study of major structures. **Recommended Prerequisite:** SPAN 101 or at least one year of high school Spanish. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

201. INTERMEDIATE SPANISH
4 hours credit
Continued development and refinement of language skills with emphasis on reading, writing and vocabulary development. **Recommended Prerequisite:** SPAN 102 or at least two years of high school Spanish. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

202. SPANISH IN REVIEW
4 hours credit
Refinement and application of language skills by exploring diverse forms of expression in Spanish. Satisfies the language requirement for English majors. **Recommended Prerequisite:** SPAN 201 or at least three years of high school Spanish. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

300. TOPICS IN SPANISH
4 hours credit
Study of an author, period, movement, genre or theme. Topic varies semester to semester. May be repeated once with new content. **Prerequisite/Corequisite:** SPAN 310 or 313. **Three hours per week with enhancement.**

309. SUMMER PROGRAM IN SPAIN
4 hours credit
Students spend five weeks living and studying in Malaga, Spain. Multi-focused course covers language, culture, history and art of Spain, as well as cultural themes. Excursions to Granada, Cordoba and Sevilla included. This course fulfills the study abroad requirement. **Prerequisites:** SPAN 202 and approval of program director. **Twelve hours per week for five weeks.**

310. ORAL AND WRITTEN COMPOSITION
4 hours credit
Develops facility to sustain oral and written discussion in Spanish. Students practice the basic patterns of Spanish syntax and develop vocabulary by preparing frequent oral and written compositions. **Recommended Prerequisite:** SPAN 202 or equivalent experience. **Three hours per week with enhancement.**

312. CONVERSATION
4 hours credit
Develops confidence and correctness in spoken Spanish through practice in conversation, reports and discussions. **Prerequisite/Corequisite:** SPAN 310 or 313. **Three hours per week with enhancement.**

313. EFFECTIVE WRITING AND READING FOR SPANISH HERITAGE SPEAKERS
4 hours credit
Refinement and application of language skills for bilingual speakers of Spanish who have not had formal training in the language at the college level. Students practice reading, writing and specific grammar and orthographic rules through selected authentic readings, guided compositions and class discussions. **Prerequisite:** Approval of instructor. **Three hours per week with enhancement.**

315. SPANISH CULTURE AND CIVILIZATION
4 hours credit
Study of the key cultural patterns in Spanish life including the themes of religion, family relationships and festivals and the dilemmas of work-leisure, sports-cruelty and honor-death through prose, drama and other selected material. **Prerequisite/Corequisite:** SPAN 310 or 313. **Three hours per week with enhancement.**

316. LATIN AMERICAN CULTURE AND CIVILIZATION
4 hours credit
Study of key cultural patterns with particular attention to the results of transplantation to the New World. The major vehi-

cle of examination is the written word in prose, drama and other selected material. **Prerequisite/Corequisite:** SPAN 310 or 313. **Three hours per week with enhancement.**

319. INTRODUCTION TO SPANISH LINGUISTICS
4 hours credit
Study of the main areas of linguistics, such as phonology, morphology, syntax and sociolinguistics, with special attention paid to the varieties of Spanish spoken in different countries in the U.S. **Prerequisite:** SPAN 310 or 313. **Three hours per week with enhancement.**

322. SPANISH FOR BUSINESS
4 hours credit
Develops the ability to use Spanish to conduct business in both the U.S. and abroad. Provides a solid foundation in the vocabulary and discourse related to the modern business office, economics, management, marketing, banking and other aspects of a business environment. **Prerequisite:** SPAN 310 or 313. **Three hours per week with enhancement.**

330. TOPICS IN HISPANIC LITERATURE IN TRANSLATION
4 hours credit
Reading, analysis and discussion of some of the classic works of Spanish and Latin American literature. Taught in English. Does not count toward the Spanish minor. May be taken only once for credit toward the Spanish major. Cross listed with ENGL 318. **Prerequisite:** C or better in ENGL 102 or 103. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

335. SURVEY OF SPANISH LITERATURE
4 hours credit
A survey of the foundational literary texts, authors and movements from the Middle Ages through contemporary Spain. **Recommended Prerequisite/Corequisite:** SPAN 310 or 313. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

336. SURVEY OF LATIN AMERICAN LITERATURE
4 hours credit
Study of the evolution of Latin American literature. Provides students with the opportunity to read, analyze, discuss and write about seminal works by representative writers from each literary movement and genre. **Recommended Prerequisite/Corequisite:** SPAN 310 or 313. **Three hours per week with enhancement. Meets General Education IB (Prior to Fall 2008: IA).**

400. ADVANCED STYLISTICS AND ORAL EXPRESSION
4 hours credit
Refinement and sophistication of written and oral expression in Spanish. **Prerequisite:** SPAN 310 or 313, or permission of instructor. **Three hours per week with enhancement.**

403. HISPANIC CULTURE THROUGH LITERATURE
4 hours credit
Study of modern Spanish and Spanish American literature within its cultural context. Students will explore the literary text as cultural document including the roles of Afro-Hispanics, indigenous peoples, religion, women, politics and poverty in the formation of Hispanic cultures. May not receive credit for both SPAN 325 and SPAN 403. **Prerequisite:** SPAN 335 or 336 or permission of instructor. **Three hours per week with enhancement.**

480. SENIOR SEMINAR
1-4 hours credit
For senior Spanish majors. Research encompassing several areas of Spanish life and culture, language and literature is brought to bear upon a single theme or issue. **Prerequisite:** Senior standing.**Three hours per week with enhancement.**

496. SPANISH INDEPENDENT STUDY
1-4 hours credit
Individual study in any areas of language, culture or literature of the Spanish-speaking world with the advice and direction of a member of the department. May be repeated with new content for a maximum of eight credits. **Prerequisites:** Junior standing and permission of department chair.

497. UNDERGRADUATE RESEARCH
1-4 hours credit
Designed to encourage students to pursue an area of original research in Spanish linguistics, cultural or literary studies of Spain of Latin America. Allows student to study a subject area in more depth than is possible in the traditional classroom setting. Public presentation of research is required. May be repeated once for a maximum of eight credits. **Prerequisites:** Junior standing and permission of department chair and instructor who will direct study.

498. INTERNSHIP
4 hours credit
Students will perform a minimum of six hours of service per week over a 13-week period, in a social service agency that assists Hispanics and other ethnic groups of the community. They will meet for 50 minutes biweekly in seminar to discuss the textbook, their experiences and share their reflections about the situations of the Spanish population in the area. May be repeated for a total of eight credits. **Prerequisites:** Permission of the instructor and the chair of the department.

500. ADVANCED STYLISTICS AND ORAL EXPRESSION
3 hours credit
Refinement and sophistication of written and oral expression in Spanish. **Prerequisite:** Graduate status. **Three hours per week.**

503. HISPANIC CULTURE THROUGH LITERATURE
3 hours credit
Study of modern Spanish and Spanish American literature within its cultural context. Students will explore the literary text as cultural document including the roles of Afro-Hispanics, indigenous peoples, religion, women, politics and poverty in the formation of Hispanic cultures. **Prerequisite:** Graduate status. **Three hours per week.**

596. SPANISH INDEPENDENT STUDY
1-6 hours credit
Individual study in any areas of language, culture or literature of the Spanish-speaking world with the advice and direction of a member of the department. Open to juniors. May be repeated with new content for a maximum of six credits. **Prerequisite:** Graduate status.

THEATRE (THEA)

100. THEATRE APPRECIATION
4 hours credit
Introduction to theatre as a unified art with emphasis upon the literary and social significance of theatre in our society. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

110. TECHNICAL PRODUCTION
4 hours credit
Practical experience in technical theatre including set construction, scene painting, lighting and sound. May not receive credit for both THEA 121 and 110. **Three hours lecture, two-hour laboratory per week. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

125. THEATRE PRACTICUM
1 hour credit
Provides supervised experience in theatre production and performance. May be repeated for a total of eight credit hours; only two hours may count toward the Design and Production or Performance tracks. **Prerequisite:** Permission of the instructor. (P/F)

126. COSTUMING AND THEATRE CRAFTS
4 hours credit
Provides an introduction to costumes for the stage through the application of design principles and costume construction techniques, including machine and hand sewing, flat patterning, and draping and fiber technology. Students furnish their own materials. **Three hours lecture, two hours studio per week.**

130. ELEMENTS OF VOICE AND DICTION
4 hours credit
Examines the fundamentals of voice production and articulation. Study establishes good habits of speech through analysis of voice, articulation and pronunciation, with directed exercises for improvement. May not receive credit for both THEA 201 and 130. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

199. CORNERSTONE SEMINAR
1 hour credit
Early career forum examines theatre as an academic discipline and an art form. Professional practices and resources are introduced, allowing students to make the most of their academic career and preprofessional training. **Prerequisite:** Theatre major. **Two hours per week.**

200. VOICE AND MOVEMENT FUNDAMENTALS
4 hours credit
Develops voice and body awareness through methods of vocal production, theatre movement and body conditioning, and performance style and analysis. **Five studio hours per week. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

210. DESIGN FUNDAMENTALS
4 hours credit
Study of the art and craft of scenography through plays and dramatic literature. Focuses on character and script analysis, drafting, scene painting and rendering, collage/assemblage and model building. **Design and Production Track Prerequisite:** THEA 110. **Three hours per week with enhancement.**

223. MAKEUP DESIGN
4 hours credit
Practical survey of techniques in the application of theatrical makeup for performance on stage as well as television and film. Recommended for all performers. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

240. TEXT ANALYSIS
4 hours credit
Analysis and interpretation of dramatic/theatrical texts covering a variety of styles and genres. Traditional and contemporary approaches to analysis are examined. Structural issues, historical/cultural contexts and production applications are explored. **Three hours per week with enhancement.**

250. ACTING I
4 hours credit
Explores the creative acting process by investigating the emotional, intellectual and kinesthetic resources central to performing. Examines the application of vocal and physical choices to develop characters. Analysis of texts, theory and the conventions of psychological realism are highlighted through focused improvisation, movement exercises and monologue/scene study. **Performance Track Prerequisite:** THEA 200. **Five studio hours per week. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

258. STAGE MANAGEMENT
4 hours credit
Examines the technical and organizational aspects of stage management. Focuses on the skills, responsibilities and procedures of an effective stage manager. **Three hours per week with enhancement.**

300. HISTORY OF THE THEATRE I
4 hours credit
Surveys the evolution of formal social theatre from ritual origins through the Renaissance. A social history of dramatic theory, plays and playwrights, production practices and performance styles, emphasizing their roles as both product of and mirror to changing values, tastes, attitudes and customs. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

301.HISTORY OF THE THEATRE II
4 hours credit
Surveys Western theatre from the Elizabethan period to the present. Examines the influence of non-Western forms and developing aesthetics of Early Modern drama. Connects the diverse social, political and philosophical forces that shape the theatre as an expression of the modern world. **Prerequisite:** THEA 300. **Three hours per week with enhancement.**

310. SCENE DESIGN
4 hours credit
Examines scene design through concept, metaphor, vision, creativity, color and design theories, and 20th-century history. Develops drafting, figure drawing, scene painting, model making and production team communication skills. **Design and Production Track Prerequisite:** THEA 210. **Three hours per week with enhancement.**

311. SCENE PAINTING
4 hours credit
Focuses on the process, techniques, analysis and practice of scene painting and scenic art for the stage and other performance and display spaces. Examines interpretation and decision making in the collaborative process between the scenic artist and designers and craftsmen. **Three hours per week with enhancement.**

312. LIGHTING DESIGN
4 hours per week
Focuses on lighting as a vital component of technical production. Includes design and technology of theatre, television and video lighting. May not receive credit for both THEA 329 or 312. **Design and Production Track Prerequisite:** THEA 210. **Three hours per week with enhancement.**

320. COSTUME DESIGN
4 hours credit
Examines the elements of design, character study, textual analysis and directional concepts as a basis for translating conceptualizations into costume renderings. Includes period research and contemporary designers in the world of fashion and theatre. **Design and Production Track Prerequisite:** THEA 210. **Three hours per week with enhancement.**

327. READERS THEATRE
4 hours credit
Covers the philosophy and uses of Readers Theatre. Emphasis on the analysis, adaptation and staging of non-dramatic literature within the context of this art form. Lecture/workshop format will be employed. **Performance Track Prerequisites:** THEA 240, 250. **Three hours per week with enhancement.**

344. DIRECTING
4 hours credit
Study of the theory and basic principles, skills and techniques underlying direction. Student-directed theatre production required. **Performance Track Prerequisites:** THEA 240, 250. **Five studio hours per week.**

350. ACTING II
4 hours credit
Provides experience training for intermediate and advanced acting through the exploration of improvisational techniques, character analysis, scene work and exercises in acting style. **Performance Track Prerequisite:** THEA 250. **Five studio hours per week.**

399. INTERNATIONAL STUDY IN THEATRE
4 hours credit
Examines theatre through travel and study in international setting. Pre-tour lectures and other activities required. May be taken twice under different subtitles for a total of eight hours; only four hours may count toward upper-level degree requirement. **Four hours per week.**

420. EVOLUTION OF STYLE
4 hours credit
Surveys the visual world of influential cultures and societies through history. Applies styles and aesthetics to interpreting period theatre scripts. **Design and Production Track Prerequisite:** THEA 210; no prerequisite for non-majors. **Four hours.**

424. PLAYWRITING
4 hours credit
Study of the theory and practice of playwriting. Topics include exposition, language, structure and character. Plays to be written and produced in staged readings of workshops. **Prerequisites:** Junior standing or permission of instructor. **Three hours per week with enhancement.**

430. ACCENTS AND DIALECTS
4 hours credit
Study of voice production and articulation with emphasis on accents and regional dialects focuses on the skills of performance and voice in characterization. **Performance Track Prerequisite:** THEA 250. **Three hours per week with enhancement.**

435. ACTING FOR THE CAMERA
4 hours credit
Examines the formalistic elements of television and film through collaborative projects with students of directing. Emphasis is placed on detailed communication of character, intentions and conflict. May not take CMAT 435 and THEA 435 simultaneously. **Performance Track Prerequisite:** THEA 350. **Four hours per week.**

450. ACTING SHAKESPEARE
4 hours credit
Advanced scene study acting focusing on the challenges specific to blank verse. Guided exercises explore and refine technical skills. **Performance Track Prerequisites:** THEA 250, 301. **Three hours per week with enhancement.**

451. ACTING COMEDY
4 hours credit
Principle elements of comedy, comic-dramatic literature and comic performance explored through improvisation and a wide range of styles. Intensive workshop/scene study setting. **Performance Track Prerequisites:** THEA 250, 300. **Three hours per week with enhancement.**

456. TECHNIQUES OF CHILDREN'S THEATRE
4 hours credit
Assists the elementary school teacher in developing the imagination of children through the medium of theatre. Emphasis on staging children's theatre within the framework of the public school. **Three hours per week with enhancement. Meets General Education IIIA or IIIC (Prior to Fall 2008: IB).**

490. SEMINAR IN THEATRE
4 hours credit
Intensive study of a selected topic in theatre. May be taken twice under different subtitles. **Prerequisite:** Junior standing. **Three hours per week with enhancement.**

492. INDEPENDENT STUDY
4 hours credit
Directed study of a theatre or theatre-related topic. May be taken twice under different subtitles for a total of eight hours; only four hours may count toward upper-level degree requirements. **Prerequisites:** Junior standing, 3.0 major GPA, proposal and permission of instructor and department chair during program planning. **Four hours per week.**

495. INTERNSHIP IN THEATRE
4 hours credit
Supervised experience applies acquired knowledge and skills in a professional theatre setting. May be taken twice under different subtitles for a total of eight hours; only four hours may count toward upper-level degree requirements. **Prerequisites:** Core completed; junior standing and 3.0 major GPA; proposal and permission of supervisor and department chair during program planning. **Three hours per week with enhancement.**

499. CAPSTONE SEMINAR
1 hour credit
Summarizes the University theatre experience through the active planning and execution of professional materials, including audition monologue and portfolio, leading to a senior showing with exit interview. **Prerequisites:** Senior standing, theatre majors only. **Two hours per week.**

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Appendices

APPENDIX A

Students may locate the following policies in their respective publications by referring to the table of contents/index.

Policy that Appears in *Code of Maryland Regulations*:

Maryland Higher Education Commission Student Transfer Policy

Policies that Are Published and Distributed Electronically in Compliance with the Drug-Free Campus, Drug-Free Workplace Legislation:

(www.salisbury.edu/police/clery_compliance/substance_abuse.asp)

Substance Abuse Policies and Sanctions for Students
Substance Abuse Policies and Sanctions for Employees
Alcohol Abuse Policy
Drug Abuse Policy
Drug-Free Workplace Policy

Policies that Appear in the *Faculty Handbook*:

(The *Faculty Handbook* is found at www.salisbury.edu/provost/handbook/FH-2009/2009)

Academic Advising (9-2)
Academic Clemency (9-6)
Academic Integrity (6-3)
Affirmative Action and Equal Opportunity (4-2)
AIDS (4-12)
Alleged Arbitrary and Capricious Grading (6-12)
Classification of Undergraduate Students (9-8)
Classroom and Related Responsibilities of Faculty (10-2)
Combined Bachelor's/Master's Programs (8-8)
Community Service (9-8)
Confidentiality and Disclosure of Student Records (10-4)
Continuing Education (9-5)
Degree and Curricular Requirements (11-3)
Eligibility to Register (9-3)
Evaluation of Performance of Faculty (2-36)
Examination and Portfolio Assessment (9-6)
Misconduct/Scholarly Work (6-6)
Religious Observances (10-4)
Sexual Harassment (4-3)
Student Request for Waivers of Academic Policies (9-6)
Summer and Special Sessions (9-4)
Undergraduate Student Concurrent Inter-Institutional Registration (9-2)
Use of Facilities for Public Meetings (12-5)
Violence and Extremism (4-3)

Policies that Appear in the *Code of Conduct*

Academic Integrity
Academic Policies and Procedures
Alcohol and Other Drug Policy
Campus Security
Code of Conduct
Drug and Alcohol
Electronic Mail Services
Equal Opportunity Policy
Family Educational Rights and Privacy Act
Grievance Policy
Judicial System Policies and Procedures
Living on Campus Policies and Guidelines
Off-Campus Behavior
Prohibiting Sexual Harassment
Reporting Sexual Offenses
Threats of Violence
Use of Facilities/Grounds for Meetings, Assemblies, Rallies, etc.

Policies that Appear in the *Residence Hall Information* Booklet:

(The booklet is found at www.salisbury.edu/housing.)

Early Arrivals
Electrical Appliances
Escort Policy
Facility Policies
Facility Repair Services
Fire Information
Fire, Security and Personal Safety
General Facility Policies and Information
Hall Design and Lifestyle
Handicap Accommodations
Housing/Residence Life Office Staff
Housing/ Residence Life Philosophy
Involvement and Activities
Maintenance Concerns
Meal Plans
Message from Housing/Residence Life
Personal Safety Tips
Refrigerators
Residence Hall Accommodations
Resident Students' Rights and Responsibilities
Residents' Policies and Information
Room Check-In
Room Check-Out
Room Furnishings
Room Inspections
Security
Smoking Policy
Spring Check-Out
Tack Strips
Toilet Stoppages
Use of Residence Halls by Guests
Vacations
Window and Door Displays

Policies that Appear in the *Residence Halls Contract*:

(The contract is found at www.salisbury.edu/housing.)

Access to Rooms
Assignment Policies and Procedures
Condition/Disability Influencing Assignment
Conditions of Residency
Contract Addendum for Chesapeake Hall and St. Martin Hall
Contract Addendum for Dogwood Village
Contract Termination by University
Damage Assessment
Duration of the Contract
Effective Dates
Eligibility for Residency
First-Time Residents
Housing Deposit Use and Refund
Loss of Property
Meal Plan Requirement
Petition for Release from Contract for Spring Semester
Provisions of Contract
Rates and Refunds
Refund Policy for Room Cost for Entire Semester
Reservation Procedures for Returning Residents
Residence Hall Philosophy
Returning Student Housings Options
Returning Students Seeking to Cancel Contract for Next Year
Room Changes
Room Reapplication Process
Search of Rooms
University Responsibility
Wait-listed Students
Winter Term and Summer Session Housing

Policies that Appear in the *Student-Athlete Handbook*:

Athlete Eligibility
Athletics Equipment
Class Attendance
Code of Conduct
Dress Code
Drug and Alcohol Policy
Medical Procedures
Transfer Policy

Policies that Appear in the *University Catalog*:

Academic Clemency Policy
Admission Procedures
For High School Graduates
For Early Admissions
For Non-High School Graduates
For International Students
For Immigrant Students
For Veterans
For Transfer Students
For Former SU Students
Class Attendance
Equal Opportunity Policy
Family Educational Rights and Privacy Act
Graduation Requirements
Non-Traditional Credit Policies
Readmission
Student Residency Classification for Admission, Tuition and Charge Differential Purposes
Transfer of Credit from Other Institutions
Transfer Policies
Waivers of Academic Policies and Procedures
Withdrawal from the University

Policies that Appear in the *University System of Maryland Policies*:

(These policies found at www.usmd.edu/regents/bylaws)
Academic Advising
Academic Calendar
Academic Clemency
Academic Transcripts and Financial Aid Records
Acts of Violence and Extremism
Admissions
Affirmative Action and Equal Opportunity
AIDS
Classification of Undergraduate Students
Combined Bachelor's and Master's Programs
Community Service
Confidentiality and Disclosure of Student Records
Constitution of the University System Student Council
Continuing Education
Copyrights
Credit by Examination and Portfolio Assessment
Curricular and Degree Requirements
Eligibility to Register
Emergency Conditions—Cancellation of Classes and Release of Employees
Enrollment
Establishment of Institutional Traffic Regulations
Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity
Misconduct in Scholarly Work
Military Duty (Students)
Payment of Tuition and Fees
Reporting of Campus Crime Statistics
Reports of Intercollegiate Athletics
Research
Review of Alleged Arbitrary and Capricious Grading
Scheduling of Academic Assignments on Dates of Religious Observance
Sexual Harassment—University System of Maryland Policy
Student Affairs
Student Athletics
Student Classification for Admission and Tuition Purposes
Student Employment
Student Financial Aid
Student Housing
Student Misconduct
Student Publications
Student Tuition, Fees and Charges
Summer and Special Sessions
Tuition Remission for Spouses and Dependent Children of Faculty and Staff
Undergraduate Student Concurrent Inter-Institutional Registration
University System Student Council Policy
Use of Alcohol Beverages at University System Institutions and Facilities
Waiver of Application Fees
Waiver of Tuition and Granting of Other Privileges for Senior Citizens of the State of Maryland

All University System of Maryland policies and corresponding Salisbury University policies can be reviewed at www.salisbury.edu/prez/bor.policies.

APPENDIX B

Maryland Admissions Requirements

1. The Maryland Higher Education Commission set as a minimum admission standard for all full-time and part-time entering freshmen who have graduated from high school within five years of admission a high school average of C (2.0) or better. Each institution, however, is encouraged to adopt standards above the minimum level.
2. Each institution will develop predictive measures of probable academic success and identify any additional admissions criteria.
3. Students who have earned fewer than 24 credit hours and desire to transfer to state universities and colleges will be admitted under the conditions set down in accordance with the Maryland Student Transfer Policies, which require equal treatment of native and transfer students.
4. In order to attain junior status (60 credit hours), a student must have earned a grade point average of C (2.0) or better.

a. In order to ensure equal treatment of the native and transfer student, a transfer student who has earned 60 or more credits at prior institutions must have attained a C (2.0) cumulative average to be accepted at any state university/college.

5. Admission to some designated programs may require higher standards to be limited by the opportunities available to complete a clinical or other requirement of the major program

a. The institutional standards shall be approved by the Maryland Higher Education Commission and shall be reviewed by the commission on an annual basis.

b. Such standards shall be published in the institution's catalog.

Policy on Student Classification for Admission and Tuition Purposes

(Approved by the Board of Regents August 28, 1990; Amended July10, 1998; Amended November 27, 2000; Amended April 11, 2003; Amended June 23, 2006; Amended February 15, 2008; Amended September 18, 2009)

I. POLICY

A. Purpose

To extend the benefits of its system of higher education while encouraging the economical use of the State's resources,[1] it is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the tuition categories of in-state and out-of-state students for the purpose of admission and assessing tuition at USM institutions.

B. Burden of Proof

The person seeking in-state status shall have the burden of proving by clear and convincing evidence that he or she satisfies the requirements and standards set forth in this Policy. Assignment of in-state or out-of-state status will be made by the applicable USM institution upon a review of the totality of facts known or presented to it.

C. In-state Status

To qualify for in-state tuition, a student must demonstrate that, for at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status, the student had the continuous intent to:

1. Make Maryland his or her permanent home; and
2. Abandon his or her former home state; and
3. Reside in Maryland indefinitely; and
4. Reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

Satisfying all of the requirements in Section II (and Section III, when applicable) of this policy demonstrates continuous intent and qualifies a student for in-state tuition. Students not entitled to in-state status under this policy shall be assigned out-of-state status for admission and tuition purposes.

D. Presumption

Either of the following circumstances raises a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution and therefore, does not qualify for in-state status under this policy:

1. A student is attending school or living outside Maryland at the time of application for admission to a USM institution, or
2. A student is Financially Dependent on a person who is not a resident of Maryland.

This presumption may be rebutted. The student bears the burden of rebutting the presumption. See "III. Rebuttal Evidence" below.

II. REQUIREMENTS

Before a request for classification to in-state status will be considered, a student must comply with all of the following requirements for a period of at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status. The student must demonstrate he or she:

A. Owns or possesses, and has continuously occupied, including during weekends, breaks and vacations, living quarters in Maryland. The student must provide evidence of a genuine deed or lease and documentation of rent payments made. In lieu of a deed or lease, a notarized affidavit from a landlord showing the address, name of the student as occupant, term of residence, and history of rent payments made will be considered. As an alternative, a student may demonstrate that he or she shares living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian or spouse.

B. Has substantially all of his or her personal property, such as household effects, furniture and pets in Maryland.

C. Has paid Maryland income tax on all taxable income including all taxable income earned outside the State and has filed a Maryland tax return.

D. Has registered all owned or leased motor vehicles in Maryland.

E. Possesses a valid Maryland driver's license, if licensed.

F. Is registered to vote in Maryland, if registered to vote.

G. Receives no public assistance from a state other than the State of Maryland or from a city, county or municipal agency other than one in Maryland.

H. Has a legal ability under federal and Maryland law to live permanently without interruption in Maryland.

I. Has rebutted the presumption that he or she is in Maryland primarily to attend an educational institution, if the student's circumstances have raised the presumption.

III. REBUTTAL EVIDENCE

Satisfying the requirements listed in paragraphs A through I of Section II, does not rebut the presumption that a student is in Maryland primarily to attend an educational institution. To overcome the presumption, a student must present additional evidence.

To determine a student's intent, the University will evaluate evidence of a student's objectively verifiable conduct. Evidence that does not document a period of at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status is generally considered an unfavorable factor under this policy. Evidence of intent must be clear and convincing and will be evaluated not only by the amount presented but also based upon the reliability, authenticity, credibility and relevance of the evidence.

The absence of objective, relevant evidence is generally considered an unfavorable factor. A student's statement of intent to

remain in Maryland in the future is generally not considered to be objective evidence under this policy.

Additional evidence that will be considered includes, but is not limited to, the following:

A. Source of financial support:
   1. Maryland employment and earnings history through sources beyond those incident to enrollment as a student in an educational institution e.g., beyond support provided by work study, scholarships, grants, stipends, aid, student loans, etc. (Tuition costs will be considered as a student expense only to the extent tuition exceeds the amount of any educational scholarships, grants, student loans, etc.), or
   2. Evidence the student is Financially Dependent upon a person who is a resident of Maryland.

B. Substantial participation as a member of a professional, social, community, civic, political, athletic or religious organization in Maryland, including professionally related school activities that demonstrate a commitment to the student's community or to the State of Maryland.

C. Registration as a Maryland resident with the Selective Service, if male.

D. Evidence showing the student uses his or her Maryland address as his or her sole address of record for all purposes including on health and auto insurance records, bank accounts, tax records, loan and scholarship records, school records, military records, leases, etc.

E. An affidavit from a person unrelated to the student that provides objective, relevant evidence of a student's conduct demonstrating the student's intent to live permanently in Maryland.

IV. NON-RESIDENTS WHO MAY TEMPORARILY QUALIFY FOR IN-STATE STATUS

In addition, persons with the following status shall be accorded the benefits of in-state status for the period in which they hold such status:

A. A full-time or part-time (at least 50 percent time) regular employee of USM or a USM institution.

B. The spouse or Financially Dependent child of a full-time or part-time (at least 50 percent time) regular employee of USM or a USM institution.

C. A full-time active member of the Armed Forces of the United States whose home of residency is Maryland or one who resides or is stationed in Maryland, or the spouse or a Financially Dependent child of such a person. Students that qualify under this provision will retain in-state status for tuition purposes as long as they are Continuously Enrolled regardless of a change in military assignment or status of the active member of the
military.

D. A veteran of the United States Armed Forces with an honorable discharge who, within one year of discharge, presents documentation that he or she attended a secondary school in the State for at least three years, and graduated or received the equivalent of a high school diploma from a secondary school in the State. The veteran must present documentation and register at a USM institution within one year of discharge for this provision to apply.

E. A member of the Maryland National Guard, as defined in the Public Safety Article of Maryland Annotated Code, who joined or subsequently serves in the Maryland National Guard to: (i) provide a critical military occupational skill; or (ii) be a member of the Air Force Critical Speciality Code as determined by the National Guard.

F. For UMUC, a full-time active member of the Armed Forces of the United States on active duty, or the spouse of a member of the Armed Forces of the United States on active duty.

G. A graduate assistant appointed through a USM institution for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.

V. PROCEDURES

A. An initial determination of in-state status will be made at the time of admission. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.

B. A change in status must be requested by submitting a USM institution's "Petition for Change in Classification for Tuition." A student applying for a change to in-state status must furnish all evidence that the student wishes the USM institution to consider at the time the petition is due. The due date is based on the deadline set forth by the USM institution at which the student seeks to enroll. If the applicable USM institution has no such deadline, the due date is the last published date to register for the forthcoming semester/term for which the change in classification is sought.

C. The student shall notify the USM institution in writing within 15 days of any change in circumstances which may alter in-state status.

D. In the event incomplete, false, or misleading information is presented, the USM institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policy. Such action may include suspension or expulsion. If in-state status is gained due to false or misleading information, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

E. Each USM institution shall develop and publish additional procedures to implement this Policy. Procedures shall provide that on request the institution President or designee has the authority to waive any requirement set forth in Section II if it is determined that the application of the requirements creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

VI. DEFINITIONS

A. Financially Dependent: For the purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes.

B. Parent: A parent may be a natural parent, or, if established by a court order recognized under the law of the State of Maryland, an adoptive parent.

C. Guardian: A guardian is a person so appointed by a court order recognized under the law of the State of Maryland.

D. Spouse: A spouse is a partner in a legally contracted marriage.

E. Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the law of Maryland.

F. Regular Employee: A regular employee is a person employed by USM or a USM institution who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.

G. Continuous Enrollment:
   1. Undergraduate Student - An undergraduate student who is enrolled at a USM institution for consecutive fall and spring semesters, until completion of the student's current degree program or unless on an approved leave of absence or participating in an approved program off-campus.
   2. Graduate and Professional - Continuous enrollment for a graduate or professional student is defined by the institution in accordance with program requirement.

VII. IMPLEMENTATION

This policy as amended by the Board of Regents on September 18, 2008, shall be applied to all student tuition classification decisions made on or after July 1, 2009.

[1] Annotated Code of Maryland, Education Article, §12-101.

APPENDIX C

General Education: Student Learning Principles and Goals

PURPOSE

The General Education program at Salisbury University promotes intellectual development and the search for truth, cultivates an appreciation for learning, and provides opportunities for students to construct a coherent framework for lifelong learning in a diverse and ever changing world.

PROGRAM PRINCIPLES

The General Education Program:

- seeks to advance the University's mission.
- provides a coherent integrated curriculum. Coherence is the inter-connectedness of the curriculum within courses, across disciplines and throughout the undergraduate experience. The connections can be made through content, process, ways of knowing, learning goals or connections to the major.
- encourages the developmental progression of student knowledge, skills and dispositions throughout the undergraduate experience.
- provides learning experiences both in and out of the classroom. A broad range of learning opportunities are provided in courses, in co-curricular activities and in settings outside the university.
- strives to foster an academic community. Student-to-student, faculty-to-student and faculty-to-faculty collaborative opportunities are encouraged. The collaboration may occur in linked courses, interdisciplinary courses, learning communities and community projects.
- incorporates ongoing review and assessment. Progress in achieving the program's purpose will be monitored. Student progress toward the learning goals will be monitored.
- demonstrates global awareness in order to function responsibly in an interdependent world.

These principles are expressed by the following set of student learning goals.

STUDENT LEARNING GOALS

The principles and goals, which follow, represent the concepts embedded in the Mission Statement and the Attributes Document accepted by the faculty. These principles and goals will help guide the development of the General Education program at Salisbury University.

Learning Principles

The General Education program is designed to foster the personal, intellectual and social development of the Salisbury University student and is based on the following set of principles. The liberally educated person:

- communicates effectively in diverse situations,
- uses multiple strategies, resources and technologies for inquiry and problem solving,
- demonstrates qualities related to personal, social and professional integrity,
- integrates knowledge from the humanities, social sciences and natural sciences to broaden perspectives,
- reasons quantitatively and qualitatively,

Student Learning Goals

Skills: Acquire the personal and intellectual skills necessary for productive membership in contemporary society.

1) Critical Thinking - Acquire abilities to engage in independent and creative thinking and solve problems effectively.
2) Command of Language - Acquire abilities to communicate effectively—including reading, writing, listening and speaking.
3) Quantitative Literacy - Acquire abilities to reason mathematically.
4) Information Literacy - Acquire abilities to use libraries, computer applications and emerging technologies.
5) Interpersonal Communication - Acquire abilities to relate to and work effectively with diverse groups of people.

Knowledge: Possess knowledge and understanding commensurate with that of a well educated person.

1) Breadth of Knowledge - Possess knowledge from and familiarity with modes of inquiry and creative processes used in a variety of disciplines including:
   a) Visual and performing arts (art, music, dance, theater)
   b) Literature (English, foreign language-based)
   c) Civilization: cultural and historical perspectives
   d) Contemporary global issues (peoples, cultures, institutions)
   e) Second language or culture
   f) Mathematics
   g) Social and behavioral sciences
   h) Biological and Physical Sciences
2) Interdependence among Disciplines - Possess an awareness of the interdependence among disciplines in the humanities, social sciences and natural sciences.

Dispositions: Examine qualities that contribute to personal well-being and social and professional integrity.

1) Social responsibility - Tolerance and respect for diverse groups of people and a disposition toward responsible citizenship and a connection to the community.
2) Humane values - An informed regard for humane values and the ability to make judgments based on ethical and environmental considerations.
3) Intellectual Curiosity - A propensity for reflection and life-long learning.
4) Aesthetic Values - An awareness of and appreciation for aesthetics.
5) Wellness - Issues of personal well-being.

APPENDIX D

Fulton School Curriculum Reform: Course Enhancement Menu

The Fulton School Course Enhancement Menu identifies enhancements for four-credit courses which meet three-credit class time guidelines. The intent of the four-credit courses is to increase SU's academic standards and adjust them upward by adding one or more of the following enhancements to the current three-credit courses. Starting fall 2008, most courses in the Fulton School of Liberal Arts are offered for four credits. Most will meet three hours each week with a one-credit enhancement. The following enhancement menu specifies the seven types of course enhancements.

One-credit Course Enhancements

▸ Increased course content and/or collateral readings

Example: more primary, secondary and/or supplemental readings

▸ Undergraduate Research and Information Literacy

Example: assignments that fulfill department programmatic approaches to undergraduate research and information literacy, systematically building students' research and writing skills throughout their majors

▸ Technology

Example: instructor-developed content, commercially developed course packs, digital audio (podcasting), video demonstrations, chat rooms, course blogs, individual WebCT tutoring, teleconferences with students at other campuses or international groups, field research, student-authored independent research

▸ Higher Level Critical Thinking Exercises

Example: assignments that specifically develop analysis, synthesis and evaluation, as opposed to lower-level critical thinking exercises that target knowledge, comprehension and application

▸ Service Learning/Civic Engagement

Example: assignments which place students in leadership positions to conceive of and implement programs that they know will benefit others; assignments which involve students in developing good civic dispositions, as suggested in the 2006 Middle States Report

▸ International Education/Cultural Enrichment

Example: spring break study/experience abroad, museum visits, cultural experiences within the geographical area

▸ Additional Hour(s) in Class, Lab or Studio

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